DOCUMENT RESUME

ED 328 496 SO 021 154

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TITLE Land and Freedom--Issues in World History.
INSTITUTION Henry George School, New York, NY.
PUB DATE 88
NOTE 62p.; For related documents, see SO 021 152-155.
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052) -- Historical Materials (060)

EDRS PRICE MF01/PC03 Plus Postage.
DESCRIPTORS *History Instruction; *Land Use; Learning Activities; Secondary Education; Social Studies; Teaching Methods; *World History
IDENTIFIERS Latin America

ABSTRACT

This series of self-contained lessons in land use features activities that can be used with any high school world history, global education, or European history social studies classes. The fifteen lessons included are : (1) Rome's Landed Estates; (2) The Gracchian Revolution; (3) The Feudal Land System; (4) The Domesday Book; (5) Mercantilism; (6) The Enclosure Movement; (7) The Old Regime in France; (8) Malthus: Populations and Poverty; (9) Emancipation of the Russian Serfs; (1) The Forerunner of Germany: Zollverein; (11) Sun Yat-Sen's Three Principles; (12) The Soviet Five-Year Plans; (13) Chinese Land Reform Under Communism; (14) American Occupation and Land Reform in Japan; and (15) Land Ownership in Latin America. Each lesson provides a theme, a sub-theme, background, concepts, performance objectives, and a list of related texts. (DB)

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ISSUES IN WORLD HISTORY

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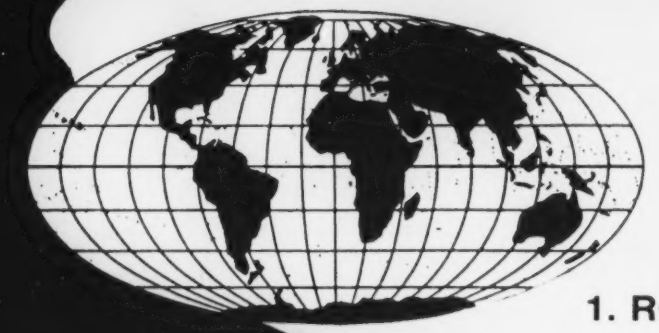

LAND AND FREEDOM

ISSUES IN WORLD HISTORY

1. ROME'S LANDED ESTATES

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: Concentration in farming has been a tendency in Western Europe for several thousand years.

Sub-theme: The creation of latifundia was one of the main reasons for the decline and fall of the Roman Empire.

Background: See next page.

Concepts:
- latifundia
- empire
- aristocracy
- family farm
- colonı

Performance Objectives: Students will be able to:
- critique a selection on land monopoly dealing with the Roman period
- compare different historical periods
- compare two points of view on land reform

Related Texts:
- Human Achievement, Silver Burdett, ch. 3
- History of the World, Houghton Mifflin, ch. 4
- Human Experience, Merrill, ch. 4
- Human Heritage, Merrill, ch. 14
- Our Common Heritage, Ginn, ch. 6
- World History, Coronado, ch. 27
- Exploring World History, Globe, unit 2, ch. 8

Because today's world demands a better grasp of economics for all, these lessons are published in the public interest by the Henry George School.

Henry George was an economist and philosopher whose land reform ideas have been adopted in many parts of Australia and New Zealand, as well as in Pennsylvania's major cities, including Pittsburgh. Land is a gift of nature, according to George, needed by all and to be shared by all, not by just a few.

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ROME'S LANDED ESTATES

The Roman Republic and subsequent Empire, which stretched across one thousand years of history, still stands out as a remarkable achievement. Beginning with a small state on the seven hills of Rome, the Empire expanded until it enveloped most of the western world. It was this expansion, however, which held within it the seeds of destruction for the Empire, for it was the family farm, no longer viable in a large empire, which had provided a basic institution necessary to a healthy Rome.

Throughout history, and even today, many individuals and communities depend upon agriculture for their livelihood. This was especially true of the early Roman Republic, several centuries B.C., where the average farm was only several acres in size – just adequate for family subsistence. It was the solidarity of the family unit, the backbone of Roman society, which shaped the values essential to society and its growth. As the productive family unit declined, Rome weakened.

War was a means for expansion. During the Punic Wars, farmers turned their ploughs into weapons and became a powerful force in the Roman army. After the wars, farmers returned home to untended farms, and eventual debt. These small farms were then bought by wealthy aristocrats and became part of large farms or latifundia. This disintegration of the family farm was an ongoing process which began in the 4th century B.C. and continued for centuries. The results of this change were obvious in the city of Rome; those who could not hold on to debt-burdened farms in the countryside moved to the city. The propertyless proletariat brought poverty and unemployment to Rome.

Both legal and illegal means were used to obtain small farms for the creation of latifundia. The result in either case was a dislocation of the economy. Forced labor was being replaced by free labor as farmers joined the growing number of unemployed in the cities. Neither could farmers compete with the low prices generated by the slave labor on the latifundia. As the situation worsened, a series of violent reactions shook the foundations of the Republic and led to the institution of a reform movement which attemped to help peasants and city workers. Although some good was done, the basic wrong, the displacement of the family farm, remained the same.

When the cost of large numbers of slaves became too great, landlords realized that they needed to entice free laborers back to the land. They divided their large holdings into units leased to cultivators called coloni. These coloni, or tenant farmers, paid the owners of the estate in rent and in labor. As time went on, several laws passed in the 4th century A.D. further changed the nature of this economy. Under Constantine, the coloni were prevented from leaving their units of land. Ultimately, this dictum expanded to include their families. Thus began a move toward feudalism.

Writers who were citizens of the Roman Empire recognized the nature of the change wrought by the aristocracy and the latifundia, and spoke out strongly against that change. Junius Columella, an admirer of the rural way of life, said, "We ply our hands in circuses and theaters rather than among crops and vines." And Pliny stated, as later writers agreed, that "the large farms have ruined Italy." Though not the whole cause, the creation of large farms, and the destruction of small ones, was certainly an important factor.

ROME'S LANDED ESTATES

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. What was the importance of the family farm during the Roman period?

2. How did war affect the family farm?

3. How did the latifundia arise?

4. What were the results of this concentration of farms?

5. What methods were used to get free labor back to the farms?

Activity II – Critiquing A Selection

Henry George, in *Progress and Poverty*, made the same case against land monopoly that was made by Pliny concerning latifundia.

> The great cause of inequality in the distribution of wealth is inequality in the ownership of land. The ownership of land is the great fundamental fact which ultimately determines the social, the political, and consequently the intellectual and moral condition of a people . . . Material progress cannot rid us of our dependence upon land; it can but add to the power of producing wealth from land; and hence, when land is monopolized, it might go on to infinity without increasing wages or improving the condition of those who have but their labor . . . Everywhere, in all times, among all peoples, the possession of land is the base of the aristocracy, the foundation of great fortunes, the source of power. As said the Brahmins, ages ago –
>
> > *"To whomsoever the soil at any time belongs, to him belong the fruits of it. White parasols and elephants mad with pride are the flowers of a grant of land."*

Please answer the following questions.

1. Summarize, in your own words, the essence of the above paragraph.

2. How accurate is the author's perspective as it relates to the latifundia during the Roman period.?

3. How accurate is the author today?

4. Wnat is meant by the Brahmin quotation?

5. Besides land, what other factors determine the intellectual and moral condition of a people? Are they more important factors than land?

6. What is meant by the distribution of wealth?

7. To what degree are we less reliant on land today than in the Roman period?

Activity III – Comparison of Roman Empire and the United States

In Edward Gibbon's masterpiece, *The Decline and Fall of the Roman Empire*, he explains the many reasons for its demise. Since that time, other historians have made comparisons between the United States and the Roman Empire during its decline. There have been suggestions of common elements (causes) in both. Let your students be the judges by completing the following charts:

Causes	Meaning	Examples Roman Empire	Examples United States
Political			
Succession			
Lack of patriotism			
Economic			
High taxes			
Inflation			
Displacement of farmers			
Poverty			
Foreign attacks			
Poor defenses			
Lack of morality			

Activity IV – Comparing Points of View on Land Reform

During all the Roman period, the method of dealing with unemployment and poverty was to distribute land. This is perhaps the most common method used in non-communistic countries, where the state owns all the land. Although of a different period, Thomas Jefferson addressed similar issues.

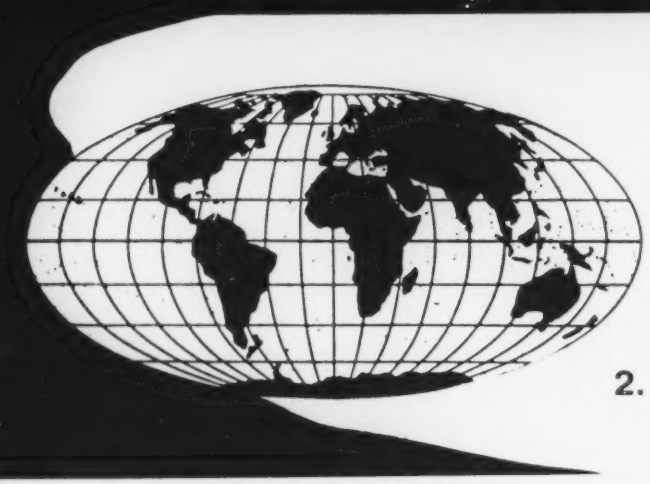
> The descent of property of every kind . . . to all the children, or to all the brothers, sisters, or other relations in equal degree is a political measure and a practical one. Another means of silently lessening the inequality of property is to exempt all from taxation below a certain point and to tax the higher portions of property in geometrical progression as they rise . . . It is not too soon to provide every possible means that as few as possible shall be without a little portion of land. The small land holders are the most precious part of the state.

George Tucker, a contemporary of Jefferson and a professor of political economy, concluded:

> The well being and even the safety of society is clearly on the side of the present conditions of things, in which the land is the property of one portion of the community, and the other has to rely on their capital and industry. . . to procure their just products of the soil. . . Nor could we alter this distribution without incurring far greater evils than we prevent. All that can reasonably be required from social regulation is that every one should be free to place himself in one class or other, according to his means and inclination, or to turn his capital into land, or to turn his land into capital, as suits him best.

Please answer the following questions.

1. Compare the ideas of Jefferson and Tucker.
2. What effect would Jefferson's proposal have had upon the latifundia?
3. What impact would Jefferson's proposals have upon those nations today seeking some type of land reform?
4. What are the pros and cons of land distribution?
5. Evaluate the merits of Tucker's argument.
6. Do the ideas expressed in this excerpt still hold true today? Explain.
7. What areas of the world are in need of some type of land reform? Explain.



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

2. THE GRACCHIAN REVOLUTION

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: The struggle between the rich and the poor has been a continuing theme in world history.

Sub-theme: The Gracchian revolution, which took place during the ancient Roman period, is an example of the struggle between landed gentry and the peasants.

Background: See next page.

Concepts:
- optimates and populares
- senate
- land reform
- landed estates
- tribune

Performance Objectives: Students will be able to:
- analyze a quotation about land reform
- write an advertisement
- separate fact from opinion

Related Texts:
- World History, Coronado, ch. 24
- Human Achievement, Silver Burdett, ch. 3
- History of the World, Houghton Mifflin, ch. 5
- Human Experience, Merrill, ch. 4
- Human Heritage, Merrill, ch. 4
- Exploring World History, Globe, Unit 2, ch. 6
- Our Common Heritage, Ginn, ch. 6

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THE GRACCHIAN REVOLUTION

History abounds in conflicts between rich and poor and in struggles of the landed gentry against the middle class and peasantry. And so it was during the days of the Roman Republic when the Optimates and Populares (upper class and commoners) became enmeshed in violence which led to more than a century of civil strife.

There were three main causes for this conflict: the influence of slave labor which replaced both farm and urban workers, the availability of cheap grain grown by slave labor, and the increase in the number of large farms which displaced the small family farm. As the situation worsened, there emerged a champion among the populares – Tiberius Gracchus.

Tiberius Gracchus had succeeded in getting elected to the Roman Tribune where he met strong opposition from the wealthy land-owning members of the other Roman law-making body, the Senate. Tiberius pleaded the case of the peasant farmers and the weak middle class. His principal thrust was directed against the large landed estates. He proposed (1) a limitation (about 333 acres) on the amount of land which could be bought or rented from the state, (2) that all public lands sold or leased to private individuals be returned to the state with appropriate compensation, and (3) that these returned lands be given to poor citizens in 20-acre lots. This proposal was aimed at ager publicus – public acreage acquired by conquest – and was basically an attempt to restore the Licinian law, passed almost 250 years before.

To administer the reforms, a commission was formed; Tiberius and his brother, Gaius Gracchus, were members. So intense was the struggle between landowners and reformers that it led to the assassination of Tiberius. His younger brother, Gaius, felt it was his duty to continue the struggle for land reform and he was subsequently elected to the tribune. Gaius, a better politician than his brother, broadened his appeal to other groups within Roman society and extended land distribution measures throughout the provinces. When opposing forces gained the upper hand and violence again threatened, Gaius committed suicide. With his death, the period of land reform ended. However, the message of the Gracchi was not lost on future leaders of the Roman Empire.

One hundred years later, Julius Caesar initiated legislation that distributed land to over 20,000 of the poorer citizens and in certain cases gave state-held land to any poor citizen having three or more children. To discourage the formation of large estates, he ruled that any newly purchased lands could not be sold for a 20-year period. Land was also distributed to veterans of the Roman legions. To forestall revolution and ameliorate chaotic conditions, the need for some type of land reform was recognized.

Perhaps the sentiment of the period is best summed up in one of Tiberius Gracchus's orations:

> The wild beasts that roam over Italy . . . have their dens and lairs to shelter them . . . But the men who fight and die for Italy enjoy nothing but the light and the air. Homeless and footless they wander . . . They are called masters of the world, yet they have no clod of earth to call their own.

THE GRACCHIAN REVOLUTION

Activity I – Background Questions

If you give copies of the "Background" to students, please have them answer the following questions.

1. What were the causes of civil strife during the Roman Republic?
2. What reforms did Tiberius Gracchus propose?
3. Why were the Gracchus brothers disliked?
4. What land reforms did Caesar initiate?
5. Explain the excerpt from Tiberius Gracchus's oration.

Activity II – Analyzing a Quotation

Karl Marx, during the 1840's, stated what many had stated before – that society can be divided into two classes, the oppressor and the oppressed. Along with Frederick Engels, Marx wrote the *Communist Manifesto*. Below is an excerpt.

> The history of all hitherto existing society is the history of class struggles . . . Freeman and slave, patrician and plebeian, lord and serf, guild-master and journeyman; in a word, oppressor and oppressed, stood in constant opposition to one another, carried on an uninterrupted, now hidden, now open fight, a fight that each time ended, either in a revolutionary re-constitution of society at large, or in the common ruin of the contending classes.
>
> In the early epochs of history, we find almost everywhere a complicated arrangement of society into various orders, a manifold graduation of social rank. In ancient Rome we have patricians, knights, plebeians, slaves; in the Middle Ages, feudal lords, vassals, guild-masters, journeymen, apprentices, serfs . . . in almost all of these classes, again subordinate gradations . . From the serfs of the Middle Ages sprang the chartered burghers of the earliest towns. From-these burgesses the first elements of the bourgeoisie were developed.

After you have read the selection, please answer the following questions.

1. What is meant by "class struggles"?
2. In ancient Rome, who were the patricians, knights, plebeians, slaves?
3. Give an example of a "class struggle" in the United States.
4. Give examples of "class struggles" in other parts of the world.
5. How accurate is Marx's analysis?
6. Why is the *Communist Manifesto* so popular?

Activity III – Public Relations a la Romana

After having studied the period of the Gracchus brothers and their reforms, divide the class into two sections, and then into groups of three. One half of the class is in charge of campaigning for the Gracchi, the other for the Senate. Each student in each group has the task of preparing a public relations campaign to win the support of the group's constituency.

The following are some areas students may focus on.

- A one-half page ad in newspaper
- A 60-second talk to a group
- A 45-second television spot (delivered as if there were television in that time)

In your campaign, please respond to some of these issues:

1. Who is your constituency? How would you best win their support?

2. How would you appeal to the opposition?

3. Use some words and phrases that have emotional connotations. (Consider what the values of the time were.)

After each group has finished, one member of each group reads its work to the class.

Activity IV – Separating Fact from Opinion

A fact is an event that has actually happened, or a truth that can be proven to be true. An opinion is something a person believes to be true. An opinion cannot be proven to be true.

Below are statements concerning the Roman period. Please mark each statement as true, false, or opinion.

_____ 1. Many public works were begun under Augustus.

_____ 2. Tiberius Gracchus undertook a reform program to help the landless peasant.

_____ 3. Western civilization was influenced more by the contributions of Rome than by those of Greece.

_____ 4. Roman architecture was notable for the immensity of its structures.

_____ 5. Horace and Cicero are two of the most important literary figures of the Roman period.

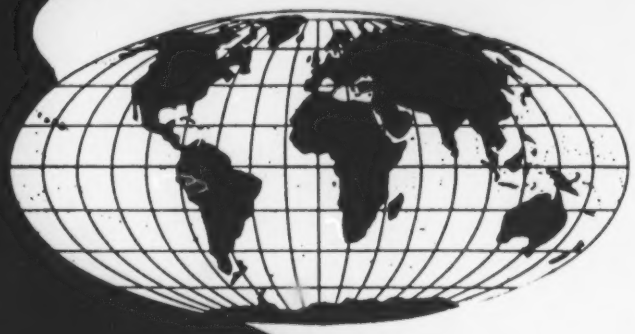
_____ 6. American law is based in part on principles set forth in Roman law.

_____ 7. Pax Romana constituted a period of violent war.

_____ 8. Christianity had its inception after the collapse of the Roman Empire.

_____ 9. Julius Caesar was a better military leader than Napoleon.

_____ 10. Had Tiberius Gracchus not been assassinated, land reform would have solved Rome's economic problems.



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

3. THE FEUDAL LAND SYSTEM

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: Feudalism in Western Europe grew from an attempt to provide protection against outside forces.

Sub-theme: Feudalism rested upon the community's relationship to land.

Background: See next page.

Concepts:
- common rights
- absolute ownership
- fief
- serf
- vassal

Performance Objectives: Students will be able to:
- analyze an historical interpretation of land
- draw conclusions from a board game
- classify terms related to feudalism

Related Texts:
- Exploring World History, Globe, unit 4, ch. 3
- Human Heritage, Merrill, ch. 24
- Our Common Heritage, Ginn, ch. 14
- Human Achievement, Silver Burdett, ch. 5
- History of the World, Houghton Mifflin, ch. 7

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THE FEUDAL LAND SYSTEM

The collapse of the Roman Empire was followed by a period of chaos and confusion. Barbarian tribes attacked the Empire and destroyed a thousand years of progress. There was a period of stabilization during the reign of Charlemagne, but his death led to decentralization and the eventual rise of feudalism.

Unlike the economic systems which have a theoretical base (i.e., communism, socialism, capitalism), feudalism developed as a practical necessity. With the collapse of the political system and the disbanding of the army, it became vital for the citizens to protect themselves. Though they differed somewhat from location to location, feudal relationships shared one common element – land tenure.

In theory, land belonged to the whole society. The monarch acted on behalf of society and theoretically held all lands and parcelled them out to others – the feudal lords. In reality, however, the kings were weak and some very powerful lords controlled more land than the monarch. Some lords had control of several manors or villas (large estates), some lords controlled several hundred.

Feudal law recognized three kinds of land holding. The king, as previously noted, held land on behalf of society. Fiefdoms were ceded to vassals on condition that the vassals perform certain services for the lord. Land was also ceded to serfs or tenants in exchange for such feudal dues as head tax, taille, a tenth of the produce which would go to the feudal lord, taxes on goods sold in the market, payment of ransom, wedding gifts, etc. The relationship between lord and vassal was a mutual one. In some cases, the lord ceded his land to a vassal. As always, protection was the basis for the transfer of land.

Although the serfs were bound to the soil, they did not own the land they cultivated. This practice of having no title to the land dated back to the Roman precarium whereby people lived on land owned by others without any written agreement. During the early Middle Ages, when religion was a powerful political force, lords often donated land to the monastery, but the donor had rights to the land until death. This practice of conditional giving, known as beneficium, enabled church lands, owned by the whole religious community, to grow. As lords rose in power later in the Middle Ages, they usurped some of the previously donated church lands.

In addition to the feudal lord's lands, tilled by the serfs, there were also common lands – lands that all could use for wood to build and heat homes, and pastures for their animals. In addition, farm land after harvest time became commons until the next planting season.

No matter what forms and shapes feudalism took, its dependence on land as a source and measure of economic, social and political power was universal. The development of laws, customs and habits evolved from the land-based relationships among the feudal classes of lord, vassal and serf.

THE FEUDAL LAND SYSTEM

Activity I – Background Questions

If you give copies of the "Backgound" to your students, please have them answer the following questions.

1. What are the characteristics of feudalism?

2. Name and explain briefly the three types of land relationships in feudalism.

3. What was the role of the serf?

4. How were common lands used?

5. What were some of the benefits of feudalism?

Activity II – Analyzing an Historical Interpretation of Land During Feudalism

Henry George, economist and social reformer, in *Progress and Poverty*, states that feudalism added a new dimension to land ownership.

> The feudal system . . . clearly recognized, in theory at least, that the land belongs to society at large, not to the individual . . . the feudal system yet admitted in no one the uncontrolled and exclusive right to land. A fief was essentially a trust, and to enjoyment was annexed obligation . . . Thus the feudal system, in its rise and development, was a triumph of the idea of the common right to land, changing an absolute tenure into a conditional tenure, and imposing peculiar obligations in return for the privilege of receiving rent . . . And amid the feudal system there remained, or there grew up, communities of cultivators, more or less subject to feudal dues, who tilled the soil as common property; and although the lords, where and when they had the power, claimed pretty much all they thought worth claiming, yet the idea of common right was strong enough to attach itself by custom to a considerable part of the land. The commons, in feudal ages, must have embraced a very large proportion of the area of most European countries.

Please answer the following questions.

1. What is the main idea in this paragraph?

2. What is meant by the "common right to land"?

3. What is meant by "absolute right to land"?

4. Who ultimately owned the land during the feudal period? Explain.

5. Common ownership of land exists today. Give several examples of it.

6. Compare George's idea of land ownership with that in your textbook. How do they compare?

THE FEUDAL LAND SYSTEM

Activity III – Drawing Conclusions from a Board Game

Very few board games have had the continued popularity that chess has had. Unlike checkers, chess moves are more intricate and its pieces diversified. In fact, chess is a medieval game based upon the feudal society which invented it. The game gives us further insight into feudal society.

Have the students answer the following about a chess game:

On a sheet of paper designate the pieces and positions. If most of the students are unfamiliar with the game, then have them form groups, with at least one chess player in each group.

Note the significance of the following:

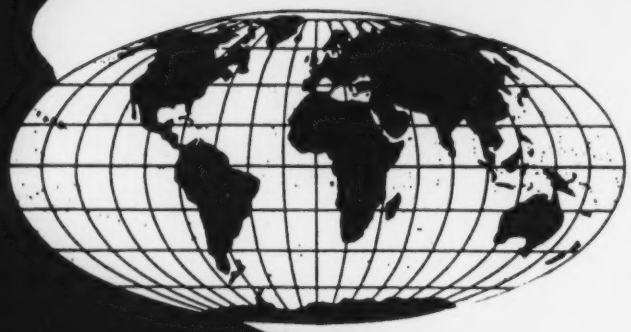
queen	pawn
king	bishop
knight	castle

Explain their movements. What does this tell us about the relative power of the pieces/ social classes? And what is the importance of their positions on the board?

Activity IV – Developing Skills in Classifying Names, Places and Events

Recognizing common elements in history is essential to understanding meaningful connections. Have the students copy the following groups of words on a sheet of paper and then choose one item from each group which does not belong there. Then have them explain what the balance of words has in common.

1. king, boardwalk, castle, pawn
2. joust, the chase, falconry, boating
3. tithe, fief, manor, commons
4. castle, serf, vassal, lord
5. moat, tower, drawbridge, church
6. moat, knight, page, squire
7. freeman, serf, crop rotation, three-field system



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

4. THE DOMESDAY BOOK

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: William I, England's first modern king, used several methods to secure his position of power.

Sub-theme: The Domesday Book was the first attempt at recording land ownership and possessions.

Background: See next page.

Concepts:
- Domesday Book
- feudalism
- barons and thanes
- land titles
- serfs and slaves

Performance Objectives: Students will be able to:
- evaluate an historical interpretation of the importance of the Domesday Book
- research properties in an assessment office and compare the influence of the Domesday Book, now and then
- conduct a panel discussion on the influence of a historical figure

Related Texts:
- History of the World, Houghton Mifflin, ch. 8
- Human Achievement, Silver Burdett, ch. 5
- World History, Coronado, ch. 50
- Exploring World History, Globe, unit 4, ch. 4

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THE DOMESDAY BOOK

In 1066, William, Duke of Normandy, crossed the English Channel to defeat the forces of Harold in the battle of Hastings and claim title to the English throne. Few events in history have had as wide an impact – the reign of William I marked the beginning of a modern English nation.

After establishing his kingship throughout most of England, William ordered a survey to be made. The survey, compiled in the Domesday Book, was the first of its kind ever made of the property in England. This idea of survey continues, much the same, today. With certain changes, the Domesday Book might be quite similar to the periodic valuations conducted by assessors' offices today.

The Domesday Book – a *quarto* comprising statistics on several counties and a larger *folio* dealing with the rest of England – came to represent final authority and the last word in the assessing procedure. Its 1,600 pages created an authentic record of the feudal relationship between the king and his subjects and was an affirmation of the oath sworn by 60,000 land holders in Salisbury, declaring themselves tenants of William I and acknowledging the king's supremacy over all the lands in the kingdom.

William's Domesday Book described a feudal relationship that was both derivative and dependent in nature. The king was lord over all, and all titles to land were issued from his throne. Possession of any land was possible only with the king's permission, and thus a hierarchy was instituted with the king at the apex. Beneath the king were the barons and thanes, with limited autonomy and rights to land, and at the very bottom the serfs and slaves.

Speculation abounds on King William's motivations behind the survey. Some historians have suggested that fiscal considerations spurred the detailed recording of lands; numbers of residents; extent of pastures and meadows; and numbers of mills, fish ponds and domestic animals. The survey established a fairer basis for levying taxes. Others see the Domesday Book as a subtle attempt to recognize and strengthen the tenure system which linked all landholders with their acceptance of the sovereign's ownership of all lands.

When English explorers set out on voyages of discovery in the 16th century, they carried with them this concept of land tenure.. All lands, even America, were claimed in the names of reigning kings and queens.

THE DOMESDAY BOOK

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. What was the importance of William the Conqueror's victory?
2. What is the importance of the Domesday Book?
3. Explain feudalism under William I.
4. How was land ownership determined?
5. What are some of the reasons given for William's initiating the survey?

Activity II – Evaluating an Historical Interpretation

In *The Great Events by Famous Historians,* Charles Knight wrote the following about the Domesday Book:

Having thus obtained a general notion of the system of society established in less than twenty years after the Conquest, we see that there was nothing wanting to complete the most entire subjection of the great body of the nation. What had been wanting was accomplished in the practical working out of the theory that the entire land of the country belonged to the King. It was now established that every tenant-in-chief should do homage to the King; that every superior tenant should do homage to his lord; that every villain should be the bondman of the free; and that every slave should, without any property however limited and insecure, be the absolute chattel of some master. The whole system was connected with military service. This was the feudal system. There was some resemblance to it in parts of the Saxon organization, but under that organization there was so much freedom in the alodial or free tenure of land that a great deal of other freedom went with it. The casting-off of the chains of feudality was the labor of six centuries.

Please answer the following questions:

1. What are the author's views on the survey?
2. Draw a pyramid illustrating the nature of feudal relationships with the king at the apex and the serfs at the base. Fill in the other classes according to their relationships in feudal society.
3. Why did the English people, because of the Domesday Book, lose a great deal of their freedom? Do you agree with the author's point of view? Why?
4. Cite any events that support the last sentence of the excerpt.
5. What laws today are comparable to the Domesday Book?
6. Should taxes be based on both land and homes? Why or why not?
7. Is land as important today as it was during the days of William I? Why or why not?

Activity III – Research Project on Tax Assessments

Have several groups of students make arrangements to visit the local tax assessor's office. Calling the assessor or one of the aides may expedite this. When the students arrive, have them locate a tax map of the block where they live. Students should locate their home and at least ten others on their block and get the following information:

Section	Block	Lot #	Assessment of Land	Assessment of Building

Discuss the meaning of section (encompasses many blocks), block (an area surrounded by three of four streets) and lot (a specific area surrounding one house).

While there, ask the assessor's staff to explain the following terms:

assessment
market value
role of assessor
property taxes
school taxes

Activity IV – Panel Discussion on Influence of William the Conqueror

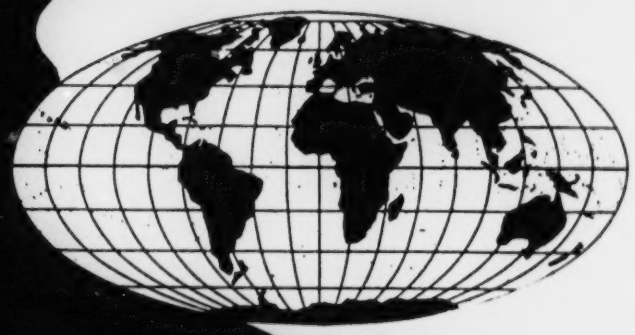
Select four students to be part of a panel discussion on the legacy and influence of William the Conqueror on our government today. It will be necessary for those students to research this period beyond what is available in their textbooks. Below are several areas they may explore.

census – Its purpose today, constitutional requirements and the type of information derived from the last census. Compare it with the one undertaken during the reign of William I.

assessor – Detail the job of the assessor, what the job accomplishes and how it developed in England.

land distribution – How was land distributed in this country? Compare this with the factors that influenced William in the distribution of land.

taxes – Items taxed during William's period, reasons for choosing those items. What is taxed today and why? (Deal with only local and not state or federal taxes.)



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

5. MERCANTILISM

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Joseph Avallone, teacher, Berkeley, California, High School
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: From the 16th through the 18th centuries, mercantilism became the prevailing economic philosophy of European royal nation-states.

Sub-theme: European monarchies built their own power and wealth by imposing regulations on trade and business.

Background: See next page.

Concepts:
- mercantilism
- favorable balance of trade
- bullion
- colonies
- monopolies

Performance Objectives: Students will be able to:
- define and use in sentences words and terms related to mercantilism
- separate fact from opinion
- interpret a chart and construct a bar graph related to the chart

Related Texts:
- A World History: The Human Panorama, Science Research Associates, unit 6, p. 281
- Exploring World History, Globe, unit 5, ch. 2
- Unfinished Journey, Houghton Mifflin, unit 4, ch. 14
- People and Our World, Holt, Rinehart, unit 7, ch. 18
- Story of Nations, Holt, Rinehart, ch. 35
- World History, Prentice-Hall, ch. 19
- Modern History, Silver Burdett, ch. 4

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MERCANTILISM

Between the 16th and 18th centuries, England, France, Spain, Portugal and the Netherlands evolved economies dominated by merchant-entrepreneurs under the authority of kings. Coalitions of merchants and monarch almost completely wrested productive and commercial power from the feudal nobility. This era of early capitalism became known as the age of "mercantilism."

Several factors contributed to the evolution and promulgation of mercantilism. Foremost was bullion – precious metals such as gold and silver. Mercantile policy was designed to obtain these metals for the royal treasury and to keep them there by restricting outflow. Kings patronized explorers who discovered new lands which would provide sources of bullion.

To maximize the value of this imported gold and silver, royal governments strove to keep payments to the state continuously greater than amount flowing out. This favorable balance of trade promised the steady growth of treasuries which paid for armies to protect the crown.

To create these favorable balances, kings promoted the growth of trade monopolies, such as the English East India Company (EIC) and the Dutch East India Company. England, for example, purchased cheap raw materials from her overseas colonies through a limited number of buyers at high prices.

Freebooting merchants were prohibited from competing where royal monopolies had been established. Governments attempted to keep others out of their colonies to prevent breakups of established monopolies. This strategy was known as the "beggar thy neighbor" policy.

Nations also began extensive regulation of trade and production. Exporters of finished goods were given subsidies by kings; export duties were placed on items not to be sold abroad. Prices which merchants paid for imported raw materials were minimized. Raw materials in short supply at home were prohibited from export.

For example, because finished textiles accounted for nearly half of England's exports, the exportation of raw materials and semi-finished products such as wool, yarn and worsted was strongly discouraged. Governments also passed ordinances discouraging and even prohibiting various imports which would compete with the finished goods produced in the mother country.

One regulation enumerated colonial products to be sold only in England. Others discouraged colonial manufacturing by forbidding finished products from leaving the colonies. Budding capitalists in the colonies resisted these acts which were only sporadically enforced.

Nations also began regulating production methods and the quality of finished goods. France began codifying and centralizing the regulation of production. Certain production techniques were instituted, and quality control was enforced. In England, the Statute of Artificers (1563) led to government control over worker training, employment conditions, wage regulations and the allocation of workers in industry.

Although mercantilism gave way to capitalism, national policies of trade regulation continued. These restrictive acts still stand in the way of freedom to pursue economic gains and profits through expanding business and trade.

MERCANTILISM

Activity I – Vocabulary Definitions and Sentence-building

Use the glossary in your textbook or use a dictionary to define the following words or terms. Then write a complete sentence using each word or term.

entrepreneur
mercantilism
bullion
specie
colony
favorable balance of trade
sovereignty
monopoly
subsidy
duty
commodity

Activity II – Separating Fact from Opinion

A fact is something that has happened or is true. It can be proved. An opinion is something that a person believes to be true. An opinion cannot be proved to be true.

Below are several statements concerning the mercantilist period. For each, state whether it is fact or opinion.

_____ 1. In 1730, a nation-state's power was measured by the amount of gold and silver in its royal treasury.

_____ 2. A favorable balance of trade means exporting more than one imports.

_____ 3. Mercantilist kings were greedy economists.

_____ 4. A nation-state must export more than it imports.

_____ 5. To get gold and silver, nations exploited and ravaged colonies.

_____ 6. Colonies provided customers for a nation-state's finished, manufactured products.

_____ 7. Royal government regulations benefited more than they hurt emerging capitalism.

_____ 8. Colonies supplied the mother country with raw materials.

_____ 9. Most Europeans would have favored mercantilism if a public opinion poll had been taken in 1640.

MERCANTILISM

Activity III – Interpreting a Table and Constructing a Bar Graph

Examine the table below and answer the questions that follow it.

Imports of Gold and Silver to Europe from the Americas, 1503-1560 (in grams)

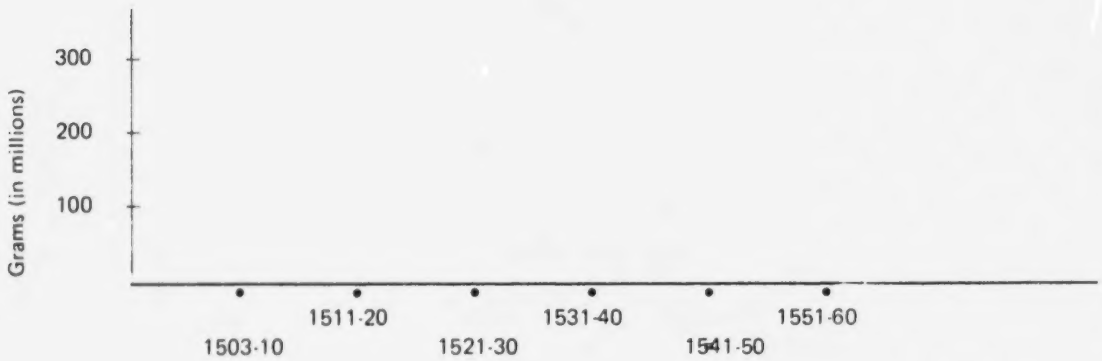
Period	Silver	Gold
1503–1510	–	4,965,000
1511–1520	–	9,153,000
1521–1530	149,000	4,889,000
1531–1540	86,184,000	14,466,000
1541–1550	177,573,000	24,957,000
1551–1560	303,121,000	42,620,000

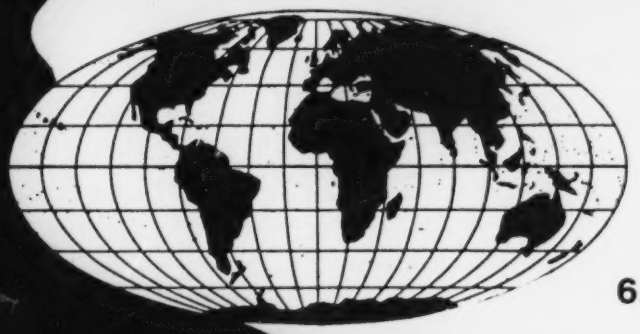
1. How much gold was imported from 1521–1530?

2. How much silver was imported from 1503–1530?

3. In which period did the amount of silver imported become greater than the amount of gold imported?

Use the information in the table above to construct a bar graph. Include a title and a legend.





LAND AND FREEDOM

ISSUES IN WORLD HISTORY

6. THE ENCLOSURE MOVEMENT

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any hight school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Dave Norflus, teacher, Queens, NY

Theme: Changing agricultural conditions, beginning in the 16th century in England, had a profound impact upon farmers.

Sub-theme: As a result of the Enclosure Acts, the nature of land ownership and tenancy in England changed significantly.

Background: See next page.

Concepts:
- strip farming
- enclosures
- merchant class
- concentration
- rack rents
- agricultural revolution

Performance Objectives: Students will be able to:
- analyze and interpret a poem dealing with the Enclosure Acts
- evaluate group interaction by historical role playing
- interpret textbook writings about enclosures

Related Texts:
- Our American Heritage, Ginn, ch. 24
- Exploring World History, Globe, unit 9, ch. 2
- Human Experience, Merrill, ch. 17
- History of the World, Houghton Mifflin, ch. 24
- Human Achievement, Silver Burdett, ch. 10

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THE ENCLOSURE MOVEMENT

As England grew out of a period of dormancy and isolation early in the 16th century, she embarked upon a new age of international trading and growth. This expansion was brought about by a revolution – a revolution in industry and agriculture.

The pattern of world markets began to shift as European trade centers moved from inland capital cities to coastal Atlantic ports. The merchant class grew in power as trading, both national and international, increased. In the wake of new inventions and increased trading, even farmers struggled to keep up with increasing demands for food.

Although trading activity had reached a new high, economic conditions in England were unstable. Prices rose as new discoveries of gold and silver glutted the market, causing inflation. Money, which had traditionally been made of purer gold or silver coin, was now mixed with inferior metals. This debased coin was worth less than it had been, and still prices were high. During this time, enclosures sprang up at a rapid rate, an occurrence which would eventually force the struggling farmers off their family-owned land.

The enclosure movement evolved from an increased demand for wool. Because sheep were profitable for their wool, wealthy landowners used any means possible to buy more village land for grazing. These large tracts of land, formerly groups of small farms, were then enclosed by hedges so that the sheep could graze freely.

In the process of creating enclosures, through the seizure of common land, many peasants and rural laborers were dislocated. The small self-sufficient communities which England had known since the Norman invasion were dissolving. The high demand for food and the efficiency of large farms insured the success of the enclosures. When farmers rented land, the rents (known as rack rents) increased because the land, now in greater demand, increased in value. The small farmer could no longer compete by strip farming on a small piece of land, even for a subsistence crop.

The displaced farmer and rural laborers were forced to move to the cities, where they went unemployed (and hungry), or joined the new and growing unskilled labor force. Words like "profitability" and "surplus" were not yet in the farmer's vocabulary, but those terms were beginning to have meaning for the group of large landowners with enclosure-sized tracts of land. As the large landowner's interests merged with those of the merchant (to produce and sell), both groups realized that, in order to survive and prosper after the approaching economic revolution, it would be necessary to have control over large land holdings.

As the trade and agricultural revolution gained momentum in the 18th and 19th centuries, the nature of the enclosure system changed. Inventions such as row seeding and scientific crop rotation widened the production gap between large and small farms. The small farm almost disappeared, giving way to the vastly more efficient and productive enclosure. For more than a century, Parliament passed laws which resulted in the enclosure of hundreds of thousands of acres of privately-owned land.

Through the enclosure movement, the nature of land tenancy and ownership in England changed. Although the enclosure system appeared to be one of the early trends toward concentration (with a few people owning most of the land), it ultimately led to the dismantling of the existing agricultural system of small, self-sufficient villages and farms. The social effects of the enclosures are far-reaching and are evidenced today by the vast English country estates of the wealthy, as well as by widespread poverty and unemployment. One moral view of the enclosures follows in this poem:

"The law locks up both man and woman
Who steals the goose from off the common,
But lets the greater felon loose
Who steals the common from the goose."

THE ENCLOSURE MOVEMENT

Activity I – Background Questions

If you give copies of the "Background" to students, please have them answer the following questions.

1. What are some of the changes which resulted from the Industrial Revolution in England?
2. What problems did England face as a result of these changes?
3. Why were enclosures begun? What was the goal of the enclosure movement?
4. How did the agricultural revolution in 18th century England change the enclosure system?
5. Did the enclosure movement help England and its people more than it hurt them? Explain.

Activity II – Analyzing a Poem

Oliver Goldsmith, a poet and novelist, lived during the era of the Enclosure Acts. *The Deserted Village* is one of his most famous poems. Below is an excerpt.

Ill fares the land, to hastening ills a prey,
Where wealth accumulates, and men decay.
Princes and lords may flourish, or may fade;
A breath can make them, as a breath had made;
But a bold peasantry, their country's pride,
When once destroyed, can never be supplied.

A time there was, ere England's griefs began,
When every rood of ground maintain'd its man;
For him light Labour spread her wholesome store,
Just gave what life required, but gave no more;
His best companions, Innocence and Health,
And his best riches, ignorance of wealth.

Please answer the following questions.

1. Rewrite these twelve lines, using your own words. What is the general meaning of the first stanza?
2. What is the meaning of the second stanza?
3. This poem was written during the time of the Enclosures. In line one, what kind of "ills" does the poet speak about? What does the first line mean?
4. How does the poet feel about material progress?
5. Which philosophers and writers today would be close in thinking to Goldsmith? Why?
6. Are there other situations today "Where wealth accumulates, and men decay"? Give examples and reasons.

THE ENCLOSURE MOVEMENT

Activity III – Role-playing Events during the Enclosure Acts

After the students have studied the beginnings of the Industrial Revolution and its impact on agriculture, divide the class into six groups, each representing a segment of English society during the 16th and 17th century. They are as follows:

a. members of Parliament
b. wealthy landowners
c. farm laborers
d. unemployed in the cities
e. poor villagers
f. workers in the cities

Assign an equal number of students to each group. Based upon their roles, ask each group what their attitudes would have been had they lived during this period of change. Appoint one student from each group to take notes on the various arguments given and then report the group consensus at the end of the class.

Activity IV – Critical Analysis of Textbook Writings about Enclosures

Historians interpret events differently. They choose which events to stress and which to omit, causing different texts on the same subject to have different points of view. Therefore the reader must be constantly alert in any reading and learn to sharpen critical thinking. Below are excerpts from different textbooks.

"Farmers' scattered strips of land were combined and fenced in. Also the 'common lands' were brought under the control of private individuals.

Many small farmers sold their strips to large landowners, . . . many of them left their farms and moved to towns to find work. They provided many of the workers for the growing factories."

Another version concerning the enclosures:

"The goal of the enclosure movement was to increase agricultural efficiency and productivity. Although this was achieved, some historians point out it was done by violating the rights of the poor. Many small farmers did not have the money or fields to make agricultural improvements . . . As a result, they and the landless often were displaced, some of them forcibly removed from their homes by wealthy landowners."

After comparing both versions, please answer the following questions.

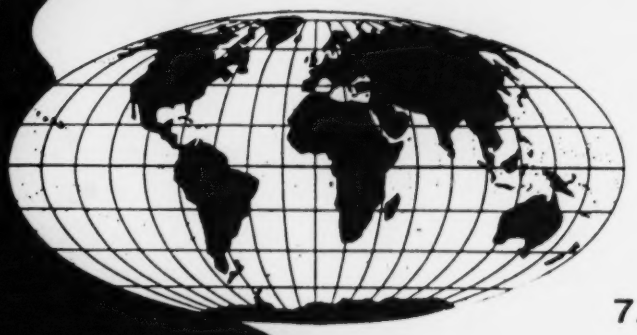
1. In what ways are the passages similar and in what ways different?

2. Which reading tends to be less controversial? Why?

3. Why do textbooks differ in their versions of history?

4. Is either version incorrect? Explain.

5. Since many of us have limited first-hand knowledge of historical events, what steps can we take to be more critical in our reading?



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

7. THE OLD REGIME IN FRANCE

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: Prior to the French Revolution of 1789, the third estate bore the greatest burden of taxation.

Sub-theme: The Physiocrats offered an alternative to the class system of taxation.

Background: See next page.

Concepts:
- Physiocrats
- natural law
- three estates
- common lands
- tithe

Performance Objectives: Students will be able to:
- evaluate criteria for determining a fair tax
- enact a mock trial with historical characters
- use the dictionary to research word meanings

Related Texts:
- History of the World, Houghton Mifflin, ch. 20
- Human Experience, Merrill, ch. 33
- Our Common Heritage, Ginn and Co., ch. 21
- Human Heritage, Merrill, ch. 33
- Human Achievement, Silver Burdett, ch. 8
- Exploring World History, Globe, unit 6, ch. 4
- World History, Coronado, ch. 73

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THE OLD REGIME IN FRANCE

Although a trademark of contemporary society, violent revolution was the exception in Europe prior to 1789. In France, approximately 85% of the population was engaged in farming. It was the relationship of the peasants to the land and the onerous obligations placed upon this group that constituted a major reason for the French Revolution.

French society was divided into three classes or estates. Birth and blood accounted for this division – the clergy representing the first estate and the nobility the second. The peasants were part of the third estate, as were professionals, storekeepers, merchants and artisans. Wealth was obviously not the criterion for class strata. Benefits accrued to the first two estates while the third one bore the brunt of obligations and taxes.

Burdened by archaic methods of farming, the peasant's situation was intensified by limited access to land. Although constituting a majority of the population, peasants possessed only about 30% of the land. Moreover, because of population growth, the average plot was too small to sustain an adequate living standard. Farmers were forced to rent additional land in order to earn a living. Common lands which could be used to obtain lumber for shelter and warmth were being enclosed by the nobility. All this added to the plight of the peasants before the revolution.

As if these conditions were not serious enough, the peasants were obliged to bear the brunt of taxation levied upon the third estate. Although serfdom no longer existed, peasants were still required to pay feudal dues. In addition they had to pay annual rents, a fee to bequeath goods, and a fee for use of the lord's grist mill and wine press. There were also the corvee (days required to work on roads and bridges), the tithe (a ten per cent tax that went to the church), the taille (a tax on land), and numerous other taxes. In all approximately 50% of the peasant's produce was allocated to taxes. And the peasants who did not own land (metayers) but worked for the nobility, clergy and king were required to share their produce with the landowners. As France was a cultural and intellectual center of 18th century Europe, it was not long before these conditions were addressed.

The Physiocrats, forerunners of Adam Smith and capitalism, were the first to approach the subject in a scientific manner. Stating that there were certain natural laws that govern the production and distribution of wealth, they advocated the removal of all restrictions hampering trade and commerce. Natural laws, not the laws of government, should govern people in their quest for wealth, contended the Physiocrats.

The Physiocrats believed that all wealth emanated from the earth. They felt that a single tax (actually a user fee paid by those who owned and worked the land) should be imposed upon land and that all other taxes should be eliminated. Although their ideas concerning land as the only source of wealth have been disputed – they ignored the economic significance of artisans, merchants and traders – men like Quesnay, DuPont, Naubeau and Turgot had significant impact on future events. While recognizing the need for a strong, healthy agrarian base, they focused upon a basic cause of unrest and discontent.

THE OLD REGIME IN FRANCE

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. Name the three estates and the people they included.

2. How was the peasant limited in access to land?

3. What various types of taxes did the peasants pay?

4. Who were the Physiocrats?

5. What was their contribution to the field of economics?

Activity II – Evaluating Criteria

Henry George, 120 years after the height of the Physiocrats, advocated the "impot unique" or single tax. In his analysis of this tax, he set up the following criteria for the best tax:

1. That it bear as lightly as possible upon production.

2. That it be easily and cheaply collected and fall as directly as possible upon those taxed. Therefore the cost of the tax should be minimal.

3. That it be certain – so as to give the least opportunity for tyranny or corruption on the part of the officials, and the least temptation to lawbreaking and evasion on the part of the taxpayers.

4. That it bear equally – so as to give no citizen an advantage or disadvantage, as compared with others.

Please answer the following questions.

1. Evaluate the above criteria concerning the best tax.

2. Are there additional criteria that should have been added?

3. The Physiocrats wanted a tax only on the value of land. To what degree do the above criteria apply?

4. To what degree did item 4 apply to the Old Regime?

5. Use two or three of today's taxes and hold them up to the above mentioned criteria.

6. Why did Henry George, like the Physiocrats, believe that the land tax was different from all other taxes?

7. What effect would the land tax have upon conditions such as poverty, unemployment, and high prices – conditions which were also present in the Old Regime?

Activity III – Mock Trial of King Louis XVI of France during 1789

Have the students prepare for a three-day trial in which King Louis XVI is judged. The charge is "That King Louis XVI is responsible for chaotic conditions in France in 1789." Location is Paris and date is March, 1789. Assign the roles as follows:

Prosecution	Defense	Judge
Lawyers (3)	Lawyers (3)	Court stenographer
Witness – business man	Witness – King Louis XVI	Press (3) – one reporter, representing each view: prosecutor, defense and neutral
Witness – Voltaire (or another philosopher of that period)	Witness – Church official	Jury – balance of class

Suggested agenda for the trial:

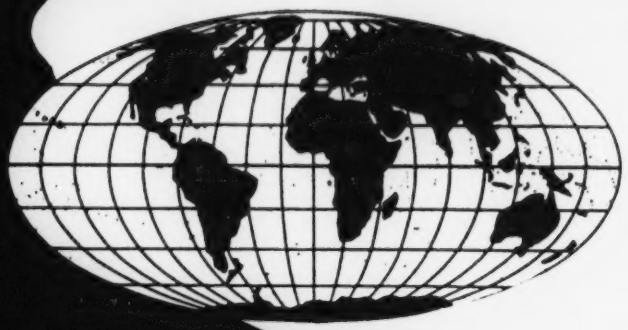
Judge – state the case
Lawyer (prosecution) – opening remarks
Lawyer (defense) – opening remarks
Witnesses (prosecution) – all three (include cross-examination)
Witnesses (defense) – all three (include cross-examination)
Lawyer (prosecution) – closing remarks
Lawyer (defense) – closing remarks
Jury – verdict

Activity IV – Using a Reference Book: the Dictionary

In order to help students better understand the vocabulary below, have them use a dictionary to:

- Divide each word into syllables
- Accent the stressed syllable
- Respell each word phonetically
- Write a sentence using each word

bourgeoisie	monarchy	cahiers
Physiocrats	lettre de cachet	seignorial rights
estates	absolutism	emigres



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

8. MALTHUS — POPULATION AND POVERTY

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any hight school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: Overpopulation is suggested as a fundamental cause of poverty.

Sub-theme: The Malthusian theory states that there is a natural tendency for population to grow greater than a society's means to support it.

Background: See next page.

Concepts:
- arithmetic progression
- geometric progression
- subsistence
- population explosion
- universal law

Performance Objectives: Students will be able to:
- analyze a world population chart
- evaluate an interpretation on poverty
- compare density and gross national product

Related Texts:
- History of the World, Houghton Mifflin, ch. 24
- Our Common Heritage, Ginn, chs. 25, 36
- World History, Coronado, ch. 115
- Human Achievement, Silver Burdett, ch. 31
- Exploring World History, Globe, unit 12, ch. 8
- Human Experience, Merrill, ch. 17

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Henry George was an economist and philosopher whose land reform ideas have been adopted in many parts of Australia and New Zealand, as well as in Pennsylvania's major cities, including Pittsburgh. Land is a gift of nature, according to George, needed by all and to be shared by all, not by just a few.

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MALTHUS – POPULATION AND POVERTY

Population increased by 50% in Western Europe between 1750-1800, and poverty increased along with overall population. There was evidence for a strong causal relationship between increased population and poverty – one factor (increased population) strongly affecting or causing the other (increased poverty). During the early 1800s, Thomas Malthus provided an explanation, one which continued to have implications. Many people fear our greatly increasing population today. Overcrowding and poverty may be real fears for future generations.

Is there a causal relationship between increasing population and poverty? Twenty years ago, the world's population stood at three billion. Scientists predicted that it would double by the turn of the century. In fact, population is now rising fastest in Asia (which contains 62% of all people), Africa, and Latin America – in the areas where poverty is most severe.

Malthus stated that "there is a natural tendency and constant effort in population to increase beyond the means of subsistence." The number of people in a community, when unrestrained, tends to grow past the community's means to support them. This means that, as population grows, subsistence levels become more and more difficult to attain. People become poor. Therefore, Malthus said, it is necessary to restrain reproduction in order to avoid a population explosion and the ills that come with it. This famous thesis is outlined in Malthus' "An Essay on the Principle of Population."

Malthus described his theory in terms of arithmetic. "Taking the whole earth," he said, ". . . and supposing the present population equal to a thousand millions, the human species would increase as the numbers 1, 2, 4, 8, 16 etc. In two centuries the population would be to the means of subsistence 256 to 9; in three centuries 4,096 to 13 and in two thousand years the difference would be almost incalculable." Quite a gloomy prediction!

In retrospect, we can see certain errors in Malthus' predictions and in the arithmetic and geometric progressions he uses. But his push for population control does represent an attempt to forestall the dangers of a population explosion. Malthus divided checks on population growth into two categories – positive, things which befall a people and reduce their numbers, such as sickness or war, and preventive, or man-made attempts to reduce the birth rate. Malthus believed that his theories on population growth followed a natural law. In the early 1800s, this allowed the wealthy to wrongly place blame on the poor.

It was not only that the poor were having children, it was also that a larger portion of all people were poorer. Utopian thinkers of Malthus' time and countless contemporary economists feel that poverty does not have its roots in overpopulation, but in inefficient government, poor laws, greed and institutions' inabilities to meet society's changing demands. The failure of 19th century government to prepare for the impact of industrialization is an important factor in the consideration of poverty during that time. Malthus did not consider this factor in his theory.

Malthus' theory on the relationship between population and wealth is not without flaws. But the question he raised remains: How can we survive and live well in the face of our rapidly growing population?

MALTHUS – POPULATION AND POVERTY

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. What is the Malthusian theory?
2. How fast is population increasing today?
3. How does Malthus use arithmetic to prove or support this case?
4. What are some of the arguments against his theories?
5. What evidence can you cite to support your answer to question 4?

Activity II - Evaluating an Interpretation of Population and Poverty

Henry George, in *Progress and Poverty*, refuted Malthus' arguments:

For, even if the increase of population does reduce the power of the natural factor of wealth, by compelling a resort to poorer soils, etc., it yet so vastly increases the power of the human factor as more than to compensate. Twenty men working together will, where nature is niggardly, produce more than twenty times the wealth that one man can produce where nature is most bountiful. The denser the population the more minute becomes the subdivision of labor, the greater the economies of production and distribution, and, hence, the very reverse of the Malthusian doctrine is true; and, within the limits in which we have reason to suppose increase would still go on, in any given state of civilization a greater number of people can produce a larger proportionate amount of wealth, and more fully supply their wants, than can a smaller number.

Look simply at the facts. Can anything be clearer than that the cause of the poverty which festers in the centers of civilization is not in the weakness of the productive forces? In countries where poverty is deepest, the forces of production are evidently strong enough, if fully employed, to provide for the lowest not merely comfort but luxury. The industrial paralysis, the commercial depression which curses the civilized world today, evidently springs from no lack of productive power. Whatever be the trouble, it is clearly not in the want of ability to produce wealth.

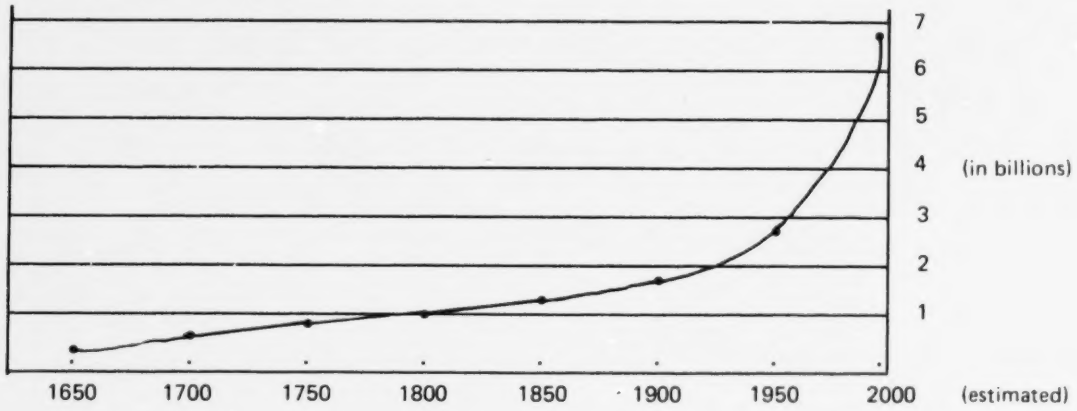
Please answer the following questions concerning the excerpt.

1. What does George state about the effect of increasing population on the production of wealth?
2. How does this contradict the ideas of Malthus?
3. Cite examples of George's ideas on population and wealth today.
4. Does George, in this excerpt, give us a cause of poverty?
5. To what degree are we limited in the production of wealth? Is there a final limit?
6. Can our earth support only a limited number of people? Can the universe? Explain.

MALTHUS – POPULATION AND POVERTY

Activity III – Analyzing a World Population Chart

Below is a chart on world population:



1. How much did the world's population increase from 1650 to 1800? From 1850 to 1950?
2. What is the projected increase from 1950 to 2000?
3. What conclusions about population growth can you draw from the chart?
4. Does the chart support the Malthusian theory? Explain.
5. Why is population increasing at such a rapid rate?
6. What factors may change this steep increase in population?

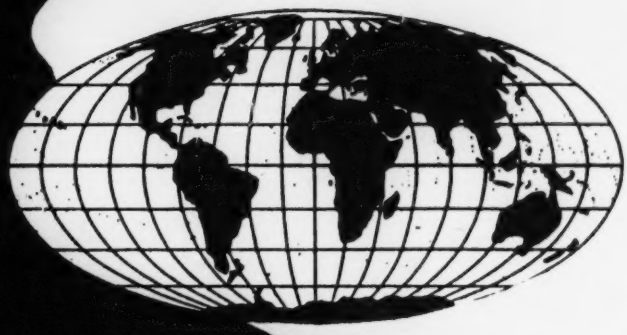
Activity IV – Evaluating Density and Gross National Product

Below are statistics on some of the world's most populated countries.

Country	Population Density (per square mile)	Gross National Product (per person)
China	285	$ 2,540
India	622	260
U.S.S.R.	32	6,760
U.S.A.	66	14,080
Indonesia	228	560
Brazil	44	1,870
Japan	851	10,100
Pakistan	328	390
Nigeria	295	770
Mexico	107	2,180
Italy	491	6,390
United Kingdom	600	9,180
France	262	10,480
Egypt	130	690
Poland	310	4,180

Based upon this data, please answer the following questions.

1. What are the three most densely populated countries?
2. Which three countries have the highest gross national product? The three lowest?
3. Which geographical area is the most densely populated – Asia, Europe, North America, Africa or the Middle East?
4. Is there a correlation between density and gross national product? Explain.
5. What are the good and bad features concerning the factors of population density and GNP when testing the premise of Malthus?
6. What other factors should be considered in evaluating his premise?



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

9. EMANCIPATION OF THE RUSSIAN SERFS

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Dave Norflus, teacher, Queens, NY

Theme: The institution of serfdom had existed in Russia for several centuries.

Sub-theme: Emancipation of the serfs was an attempt by Czar Alexander II to correct some of the evils of serfdom.

Background: See next page.

Concepts:
- emancipation
- mir
- allotment tenure
- serfdom
- beggarly allotment

Performance Objectives: Students will be able to:
- analyze a first-hand account
- understand the decision-making process
- write an editorial on the pros and cons of emancipation

Related Texts:
- World History, Coronado, ch. 80
- Human Achievement, Silver Burdett, ch. 14
- Exploring World History, Globe, unit 7, ch. 6
- Human Heritage, Merrill, ch. 21
- Human Experience, Merrill, ch. 21
- History of the World, Houghton Mifflin, ch. 22
- Our Common Heritage, Ginn, ch. 28

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EMANCIPATION OF THE RUSSIAN SERFS

Serfdom in nineteenth century Russia was an institution, just as slavery had been in the United States. In the centuries following the rule of Ivan the Great, conditions for most serfs and peasants were intolerable. Although elements of western reform were introduced in Russia, the privileged classes resisted change. Emancipation for the serfs would come very slowly.

After the Crimean War of 1857, Russia's economy was still based more on agriculture than those of her more industrialized European neighbors. Fewer than half a million Russians worked in factories; over 40 million were peasants or serfs – working the land for crops. In fact, land, the pivotal factor of an agrarian society, played an important part in the relationship between serfs and nobles.

Land was owned in two ways – either by absolute ownership or in allotment tenure. With allotment tenure, land was held by the peasants who tilled the fields. Those peasants then owed the state or individual landlords rent for the land. The tiller usually made a money payment, or paid by labor for the gentry three times a week. Serfs and peasants gave either produce or money to their landlord. Several members of the gentry owned more than 100,000 serfs, and several thousands of the nobility owned more than 1,000 serfs each. It was this inequality, and the inhuman conditions of slavery, that Czar Alexander II hoped to change.

On February 19, 1861, the czar issued a proclamation freeing the serfs of Russia. Millions of peasants began to celebrate as news of the reform spread through the countryside. The celebration ended when the peasants realized that most of the nobles would not comply. Although the czar freed all his own serfs, the nobles, who had both wealth and power, kept their serfs working for them.

Under the new reform, a serf had two legal means to secure land of his own. Under a "beggarly allotment," he was entitled to 25% of the land he had worked. This usually left him a parcel too small to support a family. Or, if a peasant chose, he could pay 20% of the cost of his land (at a price which was inflated by the nobles), and was lent the money by the government at a 6% interest rate. Until the peasant had finished paying the loan, his land was held in trust by the community village or *mir*. Often the *mir* was more exacting than the former slaveowners. Thus the situation for the serf and peasant remained virtually unchanged.

The "Great Reform," with its emphasis on the emancipation of the serfs, failed to address the real problem. Hundreds of peasant outbreaks occurred after the emancipation, and hostilities rose against the nobility. Economic conditions did not change for the peasant, and agricultural productivity was not increased. The gentry and nobility were not yet ready to give up an important source of labor and income. Slavery would remain in Russia for a time longer.

EMANCIPATION OF THE RUSSIAN SERFS

Activity I – Backgound Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. What conditions led to the issuance of the proclamation for the emancipation of the serfs?
2. Explain the two types of ownership of land.
3. State and explain the two ways a serf could obtain legal ownership of land.
4. Explain the *mir*.
5. What did the serfs really gain after the emancipation?

Activity II – First–Hand Account of Peasant Reaction to Emancipation

Donald Wallace travelled extensively throughout Russia during and after the emancipation of the serfs. A section of the writing concerning his travel is devoted to peasant opinion on the emancipation.

> In reality the Manifesto created among the peasantry a feeling of disappointment rather than delight . . . In the first place it must be remarked that all vague, rhetorical phrases about free labor, human dignity, national progress and the like, which may readily produce among educated men a certain amount of enthusiasm, fall on the ears of the Russian peasant like drops of rain on a granite rock. The idea of liberty in the abstract and the mention of rights which lie beyond the sphere of his ordinary everyday life awaken no enthusiasm in his breast . . . What he wants is a house to live in, food to eat, and raiment wherewithal to be clothed, and to gain these first necessaries of life with as little labor as possible. . .
>
> According to the positive legislation the communal land formed part of the estate, and consequently belonged to the proprietor; but according to the conceptions of the peasantry it belonged to the Commune, and the right of the proprietor consisted merely in that personal authority over the serfs which had been conferred on him by the Czar. The peasants could not, of course, put these conceptions into a strict legal form, but they often expressed them in their own homely laconic way of saying to their master, "We are yours, but the land is ours. . ."
>
> Instead of this the peasants found that they were still to pay dues, even for the communal land which they regarded as their own . . . Thus were awakened among the peasantry a spirit of mistrust and suspicion and a wide-spread belief that there would be a second Emancipation, by which all the land would be divided and all the dues abolished.

Please answer the following questions.

1. Why were the peasants disappointed over emancipation?
2. Why didn't the peasants respond to the concept of liberty?
3. How did this system of land ownership compare to that during the feudal days in Western Europe?
4. What is meant by "historical right"?
5. In third world countries today, where there is much poverty, which do you think has priority for the peasants – liberty or satisfying their own economic needs?

EMANCIPATION OF THE RUSSIAN SERFS

Activity III – Understanding the Process in Making Decisions

Ivan's Dilemma

All of us, at one time or another, are faced with making decisions. It is not, however, always a case of choosing between right and wrong, but rather, choosing between two things, each of which is morally correct. Below is a dilemma for you to read.

The year is 1864, several years after the emancipation of the serfs. Ivan lives on a large estate which dates back to the 1600s. Ivan and his parents live well. His family owns the estate, one of several thousand acres with many former serfs living on it.

Ivan's father, in his late sixties, is dying of an incurable disease and Ivan will probably inherit the estate and all the other land that is used by the serfs.

Ivan has been informed that a group of the former serfs is planning an uprising because they are up in arms over the so-called emancipation. They refuse to pay their rent and this may result in violence. Ivan knows about this plan and the identity of the ringleader.

Having grown up with many of the serfs, Ivan empathizes with them. He realizes that their situation can be changed only through some decisive action. Many feel, as Ivan does, that the emancipation is unfair and still favors the nobility.

What is Ivan to do? Tell his father, who will probably inform the Russian police and thwart the uprising? Should he remain silent and secretly loyal to a cause which could bring suffering and destitution to his dying father? Should he inform the local officials himself? Why or why not?

Please answer the following questions.

1. What obligations does anyone have to his family? Is it ever right to disregard a family member for the sake of someone outside the family? Why or why not?

2. If Ivan's father were younger and healthier, would that change your answer? Why or why not?

3. Is violence in the pursuit of social justice ever justified? Why or why not?

4. Ivan has his whole life ahead of him. Should he throw away a good life for himself, his parents and eventually his own wife and children for abstract principles? Explain.

Activity IV – Writing an Editorial

After reading the background to the Emancipation of the Serfs, have students write an editorial either favoring or opposing the passage of this act.

To do this, divide the class into several groups. Each group is jointly to compose an editorial from the perspective of one of the following periodicals:

Russian Leader (supported by the nobility)
Ivan Special (supported by the serfs)
British Herald (representing the English liberals)
Charleston Times (representing U.S. southern slaveowners)

After each group has written its editorial, one group member reads it aloud to the class. From their editorials, the class may get an idea about how different classes within different countries felt about Russian emancipation.

LAND AND FREEDOM

ISSUES IN WORLD HISTORY

10. THE FORERUNNER OF GERMANY — ZOLLVEREIN

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: Throughout history, local governments and nations have instituted tariffs on imported goods.

Sub-theme: The formation of the Zollverein constituted an attempt to abolish all tariffs within German states.

Background: See next page.

Concepts:
- Zollverein
- unification
- German states
- tariffs
- common market

Performance Objectives: Students will be able to:
- evaluate two interpretations on tariffs and protectionism
- analyze an example of comparative advantage
- write a short essay on international trade quotations

Related Texts:
- Human Achievement, Silver Burdett, ch. 10
- History of the World, Houghton Mifflin, ch. 22
- Human Experience, Merrill, ch 20
- Our Common Heritage, Ginn, ch. 26
- World History, Coronado, ch. 77
- Exploring World History, Globe, unit 8, ch. 2

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THE FORERUNNER OF GERMANY – ZOLLVEREIN

By 1815, with the cannons silenced and Napoleon finally displaced to an escape-proof exile, the victorious settled down to the delicate task of rearranging the boundaries of Europe. To the victors went the spoils – Prussia received territories in Central Europe, including provinces on the Rhine. The German confederation at the Congress of Vienna limited the number of German states to 39; some of these came under Prussian control.

Each of the 39 German states instituted a series of taxes on goods imported from its neighboring states. These tariffs restricted trade; merchants were forced to pay heavy duties on goods traveling from Prussia to territories under her control. To encourage trade and lessen restrictions, Prussia helped to create trade alliances between the states.

In 1818, Prussia passed a tariff act which significantly lowered its own import-export property tax rates. Certain segments of Prussian society supported this move toward free trade. Support came mainly from the bankers, the business class, and the landlord farmers who had the most to gain from increased trade, because it meant a larger consumer market for their products. Geographically, the free trade policy was favored by coastal states who would gain in increased shipping activity. Many smaller states also joined Prussia in the move to ease tariffs. Some larger states, like Bavaria, however, feared Prussia's growing power and refused to accept the practice of freer trade.

Groups such as the Southern Union and the Middle Commercial Union were formed in response to the desire to curtail trade restrictions. These unions began to compete with one another, but the common interest of the German states prevailed. In 1834, the Zollverein, or customs union, emerged as the sole union, which then abolished all trade tariffs within the group. Tariffs were still placed on goods traded with France, England and Spain.

Although the states within the Zollverein recognized and enjoyed the benefits of free trade, there were several industries – iron and cotton –which clamored for protection (in the form of tariffs on imported iron and cotton) from the more developed industries in other countries. This battle between protectionists and free traders has been repeated throughout history. Tariffs oscillated over the next several decades as each group mustered its forces. However, with the emergence of the German nation in 1871, feelings of state supremacy increased along with a pro-protectionism sentiment.

Many historians feel that the formation of the Zollverein was politically motivated and helped to create a German nation with Prussia at its core. But the Zollverein had far-reaching effects. It influenced the development of the Ruhr, Germany's great industrial center, and it inspired a railroad network (a necessity for an industrialized country). The Zollverein was also the forerunner to the Common Market, where nations of varying cultures attempted to achieve the same trade climate that the German states had in the mid-nineteenth century.

FORERUNNER OF GERMANY – ZOLLVEREIN

Activity I – Background Questions

If you have given copies of the "Background" to your students, please have them answer the following questions.

1. What is the significance of the creation of the Germanic Confederation?
2. Which groups favored a lowering of tariff duties?
3. What was the Zollverein and its purpose?
4. What were the short and long term effects of the Zollverein?
5. Why did the spirit of the Zollverein decline?

Activity II – Analyzing an Example of Comparative Advantage

It has been argued, since the days of economist David Ricardo, that even if a country has an absolute advantage (over other nations) in producing goods, it can still be advantageous to trade with other nations. The example given below illustrates why it is not absolute but comparative advantage that counts.

Analyze the following example of "Comparative Advantage," then answer the following questions.

COMPARATIVE ADVANTAGE

Country A	Country B
20 tons of steel, or 500 bushels of wheat (1 steel = 25 wheat)	10 tons of steel, or 400 bushels of wheat (1 steel = 40 wheat)

Both countries use the same number of laborers.

1. Which country is more productive? Explain.
2. What is the meaning of the ratios in country A and B?
3. Why would A trade with B or would there be any trade?
4. In general, does one country always have a comparative advantage over another country?
5. Make up your own example to illustrate comparative advantage, but deal with specific nations and specific commodities.

FORERUNNER OF GERMANY – ZOLLVEREIN

Activity III – Writing a Short Essay

Below are three quotations dealing with international trade. In three short paragraphs, one for each quotation, defend or refute the ideas expressed.

"Trade does not require force. It is protection that requires force, for it consists in preventing people from doing what they want to do."

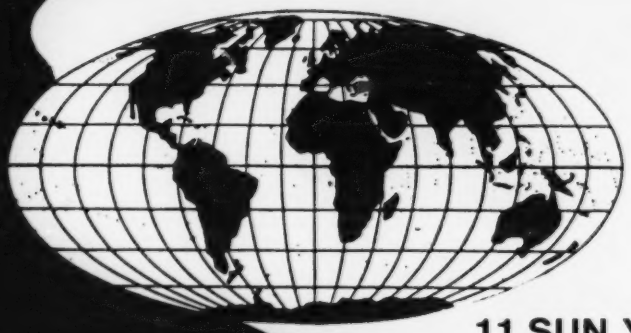
– Henry George

"It matters not to America whether the commodities she obtains cost Europeans much or little labour; only that they cost her less labour by purchasing than by manufacturing them herself."

– David Ricardo

"I don't know much about the tariff. But I do know that when I buy a coat from England, I have the coat and England has the money. But when I buy a coat in America, I have the coat and America has the money."

–Abraham Lincoln



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

11.SUN YAT-SEN'S THREE PRINCIPLES

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: China, after several thousand years of dynastic rule, established a Republic in 1911.

Sub-theme: Sun Yat-Sen, father of the new Chinese Republic, proposed a set of principles to help modernize China.

Background: See next page.

Concepts:
- three principles
- land value tax
- dynasty
- republic
- industrialization

Performance Objectives: Students will be able to:
- analyze a reading dealing with a tax proposal
- interview people of opposing views
- use an atlas to research information concerning China

Related Texts:
- Our Common Heritage, Ginn, ch. 32
- Exploring World History, Globe, unit 10, ch. 3
- Human Heritage, Merrill, ch. 39
- Human Experience, Merrill, ch. 23
- History of the World, Houghton Mifflin, ch. 26
- Human Achievement, Silver Burdett, ch. 26
- World History, Coronado, ch. 98

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SUN YAT-SEN'S THREE PRINCIPLES

Whether revolutions make people famous or famous people make revolutions is as debatable today as it was when Thomas Carlyle stated the case during the period of the French Revolution. But one cannot deny that a revolution usually has some individual closely associated with it. We tend to connect George Washington with the American Revolution, Lenin with the Russian Revolution, and Fidel Castro with the Cuban Revolution.

Sun Yat-Sen belongs to the Chinese Revolution of 1911. After several thousand years of dynastic rule, China, amid the turmoil and chaos of the Manchu dynasty, established its first Republic. And with the emergence of this revolutionary government, Sun stood out as the leader and father.

Prior to 1911, Sun had traveled widely outside China, forced to flee because of his revolutionary activities. During that time he was constantly planning reform for his native land and set about the task of educating himself to western ways. He was influenced by western concepts of industrialization and became impressed with the tenets of British liberalism and Jeffersonian democracy. John Stuart Mill and Henry George became his mentors. Their ideas differed from those normally prevalent in Chinese culture.

Central to Sun's reform philosophy was San Min Chu or Three Principles of the People. These ideas, still popular among the Chinese, particularly on the island of Taiwan, cut across political lines. The proposed reform was embodied in what he called the people's principle, and the plans were to be altered or revised as the revolution took various turns.

His concepts of nationalism and democracy appealed to the dignity and loyalty of the Chinese and strengthened them in their resolve to rid themselves of all foreign powers and gain the respect of the international community. Democracy was envisioned to rest with the wishes of the people as interpreted through their leadership.

The principle of Min Sheng (welfare in common of all the people), the third and most important contribution, was Sun's hope to achieve a desirable standard of living for the most populated nation on earth. It was based upon equalization of land ownership with regulation of capital, yet incorporating some basic tenets of Adam Smith. When he was asked what the policy of China was, he responded, "We propose that the government shall levy a tax proportionate to the price of land and if necessary, buy back the land according to its price."

According to this formula, the landowners set the value of land, and if the value was excessive, the landowner would have to pay high taxes. If the value was set too low, the government would buy the property. From this point forward, all increases in land value would go to the community and increases in value would help defray the costs of government.

Although Sun was president of the Republic for a very short period, he continued to advocate his program and principles until his death. Public opinion and the established forces in China were too strong to implement Sun's principles, but it is ironic that the Chinese Communists were influenced by some of the thoughts concerning state regulation of capital, and the Chinese Nationalists have incorporated some of his basic views on the equalization of land ownership.

SUN YAT-SEN'S THREE PRINCIPLES

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. What influence did western thinking have upon Sun Yat-Sen?
2. Explain his concept of nationalism and democracy.
3. Explain his principle of Min Sheng.
4. How did this principle work?
5. What influence did Sun have upon Communist and Nationalist China?

Activity II – Analyzing a Reading

In "San Min Chu," Sun Yat-Sen stated the following:

> When modern, enlightened cities levy land taxes, the burdens upon the common people are lightened and many other advantages follow. If Canton city should now collect land taxes according to land values the government would have a large and steady income, and there would be a definite source of funds for administration. The whole place could be put into good order. All miscellaneous taxes could be remitted. The water and electric light systems used by the people could be provided without charge by the government and would not have to be a burden upon individuals. Funds for road repair and for upkeep of the police system could also be appropriated out of the land-tax receipts; extra road and police taxes would not have to be levied upon the people. But at present the rising land values in Canton all go to the landowners themselves – they do not belong to the community. The government has no regular income, and so to meet expenses it has to levy all sorts of miscellaneous taxes upon the common people. The burden of miscellaneous levies upon the common people is too heavy; they are always having to pay out taxes and so are terribly poor. And the number of poor people in China is enormous. The reasons for the heavy burdens upon the poor are the unjust system of taxation practiced by the government, the unequal distribution of land power and the failure to solve the land problem. If we can put the land-tax completely into effect, the land problem will be solved and the common people will not have to endure such suffering.

Please answer to following questions.

1. Summarize the essence of this paragraph.
2. According to this quote, what are the benefits of taxing land values?
3. What are the various ways any type of government can obtain revenue?
4. Is Sun Yat-Sen's program too simplistic? Explain.
5. Why does land rise in value?
6. What do you think Sun meant by the land problem?
7. What methods has China used to attempt to solve its economic problems?

SUN YAT-SEN'S THREE PRINCIPLES

Activity III – "Meet the Chinese" Television Program on Chinese Political Accomplishments

Hold a "Meet the Chinese" panel discussion similar to "Meet the Press." However, there will be three guests including Sun Yat-Sen, Chiang Kai-Shek, and Mao Tse-tung. Choose the students who represent the panel in advance so that they may research their prospective roles.

Three students, playing the role of reporters, will ask the questions. Each is employed by a different newspaper – the Pravda Herald, favorable to Mao; the Formosan Times, favorable to Chiang; and the Daily States, favorable to Sun.

Another student serves as moderator, to maintain decorum and allow all panelists a fair chance to answer questions. The balance of the class – the audience – is requested to evaluate the effectiveness of the participants and then to vote for the one who did the best job. To help the reporters, you may supply them with questions like these:

1. Looking back upon your period of influence, how would you rate yourself as a leader?
2. How do you feel about the accomplishments of the other two panelists?
3. What were your most significant accomplishments?
4. Where do you think you failed?
5. Dr. Sun, do you think that China was ready for your three principles?
6. Dr. Sun, who influenced you the most in the United States?
7. President Chiang, why did you flee to the island of Formosa?
8. President Chiang, were the Communists the real enemies of China?
9. Chairman Mao, how did China benefit under your rule?
10. Chairman Mao, how did you help China to become communistic?

Activity IV – Using the Atlas as a Reference Book

Using the atlas – a book of maps – is a way to have students become familiar with different parts of the world. These maps depict the earth in a variety of ways – political demarcations, economic features, types of products and other characteristics.

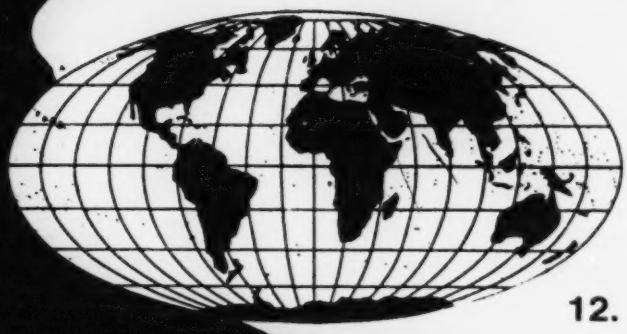
With the use of an atlas, introduce the students to the index in the back of the book. For example, a city or town would appear as follows:

China			
Peian	18,000	A13	348

The index entry above represents the city, country, population, map index key and page number. In the case of rivers, however, only the key and page number are listed.

After students have studied the location of China in their text books, have them locate the following places:

Yangtze River
Taiwan
Canton
Shanghai
Yellow Sea



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

12. THE SOVIET FIVE-YEAR PLANS

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Stan Rubenstein, Director, Henry George School, NY
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: The Union of Soviet Socialist Republics (U.S.S.R.) justified certain features of the Five-Year Plans by asserting that they attempted to help feed the masses and modernize a nation.

Sub-theme: The plans created considerable suffering and dissatisfaction without being able to achieve their goals.

Background: See next page.

Concepts:
- five-year plan
- new economic policy
- collectivization
- kulaks
- totalitarian rule

Performance Objectives: Students will be able to:
- analyze an argument for the collectivization of Russian agriculture
- simulate an interview with participants in an historical event
- research and write an essay comparing the Russian Revolution's land question with similar issues in other revolutions

Related Texts:
- Exploring World History, Globe, unit 11, ch. 2
- World History, Coronado, ch. 95
- Our Common Heritage, Ginn, ch. 31
- Human Heritage, Merrill, ch. 39
- Human Experience, Merrill, ch. 26
- History of the World, Houghton Mifflin, ch. 30
- Human Achievement, Silver Burdett, ch. 14

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THE SOVIET FIVE-YEAR PLANS

Following the 1917 Bolshevik Revolution, the new Soviet leaders were painfully aware of how far Russia lagged behind western Europe in both agricultural and industrial development. They knew that their new regime could not attain influence or even respectability in the eyes of other countries until Russia could husband its vast resources to bring the nation into the 20th century. More pressing was Nikolai Lenin's realization that if he could not deliver on his promise of "Peace, Land and Bread," the revolution might abort. He firmly believed that the support of the peasants was critical to success; that the ability to feed the population and, ideally, to produce surpluses for export were necessary prerequisites for industrialization.

Faced with resistance to early efforts to requisition grain, the pragmatic Lenin, as part of his New Economic Policy, allowed peasants to sell surplus grain for profit as an incentive to increase production. One result of this policy was the growth of the small, prosperous group of farm entrepreneurs, the kulaks.

Lenin's successor, Joseph Stalin, shared Lenin's belief in the critical role of agricultural productivity but had grave misgivings about individual enterprise as the best means of achieving it. When, in 1928, the kulaks and other farmers withheld grain from market in order to increase prices, thereby generating food shortages and unrest in the cities, Stalin decided that such actions by individual farmers could no longer be tolerated. He also felt that large collective farms using modern farm machinery provided the most efficient means of increasing production. Collectivization thus became the keystone of the agricultural portion of his first Five-Year Plan.

Stalin was determined to eliminate the kulaks and any other farmers who opposed his program. Widespread resistance, including the slaughter by peasants of over 100 million horses and cattle which brought on a brief famine, only heightened the government's resolve to collectivize. The transformation was comparatively sudden and dramatic. Whereas in 1928, 98% of Russia's farmland was held by individual peasants, mostly in small plots, within the next decade less than 10% was individually held. The sale of grain from the collective farms to other nations, generally at the expense of internal consumption, provided the capital for industrial expansion. The change in that sector of the economy was even more amazing. Between 1928 and the start of World War II, the U.S.S.R.'s industrial production increased approximately 400%, unprecedented over such a brief time period. Russia could now compete favorably with many western nations; in a few areas, such as tractor production, it actually surpassed them.

However, these spectacular changes exacted a terrible human cost. Among the peasantry alone, for instance, it is estimated that over 10 million individuals may have been killed. Millions more were forced onto collective farms or into labor camps. Virtually all Soviet agriculture and industry were under rigid state control, run by bureaucrats whose primary attributes were unswerving loyalty to Stalin rather than competence or ingenuity. At the top, of course, was the ruthless, dogmatic Joseph Stalin, the model for George Orwell's Big Brother. Yet, despite, or more accurately, because of, centralization, neither Stalin nor his successors could provide adequate food for the Russian masses.

In the brief span between the beginning of World War I and World War II, Russia had gone from a traditional pattern of land controlled by an aristocracy, to widespread distribution of small plots to individual peasants, to large-scale collectivization and control of land by the state.

THE SOVIET FIVE-YEAR PLANS

Activity I – Background Questions

If you give copies of the "Background" to your students, please have them answer the following questions.

1. Why did Lenin feel that the cooperation of the peasants was necessary?
2. How did Stalin deal with the problem of agriculture?
3. How did collectivization aid Stalin's plan for industrialization?
4. What was the result of Stalin's program?
5. Evaluate Stalin's program of forced collectivization.

Activity II – Evaluation of Stalin's Views on Agriculture

> The characteristic feature of the present state of our national economy is that we are faced by the fact of an excessive lag in the rate of development of grain farming behind the rate of development of industry, while at the same time the demand for marketable grain on the part of the growing towns and industrial areas is increasing by leaps and bounds. The task then is . . . to raise the rate of development of grain farming to a level that will guarantee rapid progress of the entire national economy, both industry and agriculture.
>
> Either we accomplish this task and thereby solve the grain problem, or we do not accomplish it, and then a rupture between the socialist town and the small-peasant countryside will be inevitable.
>
> What ways and means are necessary to accelerate the rate of development of agriculture in general, and of grain farming in particular?
>
> A. By increasing crop yields and enlarging the area sown by the individual . . . peasants.
>
> B. By further development of collective farms.
>
> I should like to draw your attention to the collective farms . . . as levers which facilitate the reconstruction of agriculture on a new technical basis, causing a revolution in the minds of the peasants and helping them to shake off conservatism, routine. . . . Assistance rendered the surrounding peasants in the way of seed, machines and tractors will undoubtedly be appreciated by the peasants and taken as a sign of the power and strength of the Soviet state, which is trying to lead them to the high road of a substantial improvement of agriculture.

After reading Stalin's statement above, please answer the following questions.

1. Summarize the author's main point concerning agricultural production.

2. Why does Stalin feel that the failure to solve the grain problem will inevitably lead to a division between the towns and the countryside?

3. What is the one method of increasing agricultural production, which was tried earlier, that Stalin does not mention?

4. What do you suppose the author means when he speaks of helping the peasants "to shake off conservatism, routine."?

5. The Five-Year Plans were all accompanied by elaborate propaganda campaigns in order to "sell" them to the citizens involved. Could the document above be considered propaganda? If so, in what way?

Activity III – Interviewing Participants in a Historical Event

Simulate a panel discussion wherein modern Soviet and American reporters, thrust back in time, interview four individuals intimately involved with the problems of Russian agriculture between the wars: Nikolai Lenin, Joseph Stalin, a kulak, and a poor peasant on a collective farm. Another student, acting as moderator, makes sure that each participant has ample time to ask and answer questions. The remaining members of the class may write questions for each of the reporters and evaluate the overall performance. Some possible questions for the reporters might include:

1. Mr. (Comrade) Lenin, why did you feel that allowing peasants to sell their surpluses for profit could help the nation improve agricultural productivity? Isn't this in conflict with Marx's beliefs?

2. Mr. (Comrade) Stalin, why did you not continue Lenin's practice? Why did you feel that collective farms were the answer to the productivity problem? Was it really necessary to exterminate so many people in the process?

3. As a kulak, why do you feel that you deserve to live better than your peasant neighbors? Doesn't the idea of accumulation of personal wealth run contrary to the ideals of the revolution?

4. As a small peasant you have lived under the czars, under Lenin's rule, and now, on a collective farm. Which experience has been most satisfactory? Why? Why, at first, did you resist Stalin's attempt to move you to the collective?

Activity IV – Writing Essays Dealing with the Issue of Land, Food and Revolution

The inequities of land ownership and the problem of how best to feed growing populations have been key issues not only in Stalin's Russia, but in numerous other revolutionary periods as well. Write an essay comparing the Russian experience with the problems of land ownership and food production evident in one of the following revolutions:

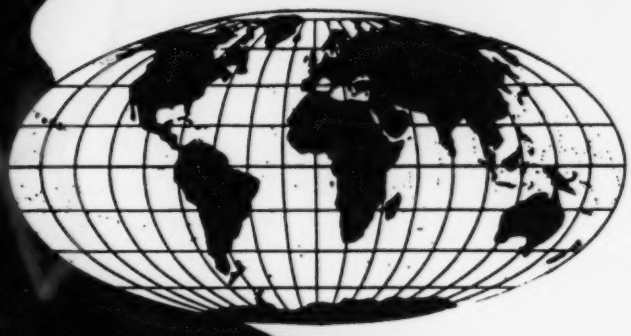
A. The 1789 French Revolution
B. The 1911 Mexican Revolution
C. The 1949 Chinese Revolution

Some key questions to consider:

1. How did the revolutionary leaders attempt to deal with the land and food supply issues? Were they successful?

2. In what ways were the problems and solutions similar? In what ways did they differ?

3. Would you say that the quality of peasant life was better or worse after the revolution?



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

13. CHINESE LAND REFORM UNDER COMMUNISM

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Randall Higa, B.A., teacher, Skyline High School, Oakland, CA
Historical Consultant: Harvey Snitiker, teacher, Oceanside, NY

Theme: The Chinese Communist Revolution of 1949 marked a radical change in government and policy.

Sub-theme: After taking power, the Chinese Communist Party embarked on a nationwide land reform program.

Background: See next page.

Concepts:
- confiscation
- land reform
- gentry
- bourgeois
- peasantry
- collectivization

Performance Objectives: Students will be able to:
- use a dictionary to research the issue of land reform
- analyze a historical document for information and attitudes
- compare two opposing views on the issue of land reform

Related Texts:
- People and Nations, Harcourt Brace, unit 7, ch. 29
- World History: Patterns of Civilization, Prentice Hall, unit 10, ch. 37
- Exploring World History, Globe, unit 12, ch. 6
- Unfinished Journey, Houghton Mifflin, unit 8, ch. 30
- People and Our World, Holt Rinehart, unit 10, ch. 34
- Story of Nations, Rogers Adams, part 19, ch. 62
- History of the World, Houghton Mifflin, unit 8, ch. 35

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CHINESE LAND REFORM UNDER COMMUNISM

The main task facing the Chinese Communist Party in 1949 was to restore the economic well-being and social unity of a country which had been at war for the past twelve years. Given the fact that 85% of China's population in 1949 was rural, economic and social change in the countryside was certainly a top priority for the new leadership. The Communist Party's ability to organize the peasantry in certain parts of the countryside before 1949 was a major reason for their victory. A nationwide land reform program was embarked upon by the Communists in 1950, and completed by early 1953. This was the first step in trying to raise the productivity and the political consciousness of the entire peasantry of China.

The land reform program first sought to break down all vestiges of feudalism that remained in the countryside; this meant the destruction of the gentry who had dominated rural Chinese society for more than two millenia. Thus, the task was to confiscate the land of the remaining gentry, and redistribute it to the poor. It was, in essence, a continuation of the redistribution of land started by the Communist Party in areas such as Yenan, which they controlled before 1949. This also meant, for the time being, the creation of a massive class of capitalist-type small farmers.

Whether it could be labeled bourgeois, socialist, or communist, the nationwide land reform became much more than a simple process of dividing up the gentry's estates among the poor. It was literally a 'struggle' in which the peasants were encouraged to 'stand up,' to overcome their instinctive feelings of deference and dependence, and to assert themselves against those who had oppressed them in the past. Communist Party officials from the outside set the struggle going, but its success depended upon the local leaders and rank and file of the newly formed peasant organizations.

Within a few years of the Communist victory in 1949, the Chinese peasant had temporary title to his land. This private ownership of small farms, however, could not last. Individual ownership made for an infinite number of tiny and inefficient peasant farms – and little cooperative effort was made to tackle the poverty that continued to plague the peasants. New ways had to be found to work the land.

Collectivization could achieve greater efficiency; six donkeys could go to market with one driver instead of six. One housewife could cook for several families at a time. Since there were fewer draft animals than households, their use could be shared, and joint savings could buy a pump or tool no individual farmer could afford.

By the end of 1953 the aims of the initial land reform program began to shift. Now it was made clear by the Communist Party that only collectivization could effect an increase in agricultural production necessary for the advancement of both the peasantry and the country. What had begun as a plan to encourage the traditionally property-conscious peasant evolved into a system that created a peasant who was on his way to becoming a socialist citizen of the new world.

CHINESE LAND REFORM UNDER COMMUNISM

Activity I – Analyzing a Historical Document for Information and Attitudes

Mao Tse-Tung, leader of the Chinese Communist Revolution of 1949, became one of the most quoted people in the world. His thoughts on politics and other aspects of life were condensed in a little red book, The Quotations of Chairman Mao Tse-Tung. These became popular in the 1960s during the Cultural Revolution in China, and among revolutionary-minded people throughout the world.

The following are some samples of Mao's thoughts:

Armament is an important factor in war, but not the decisive factor . . . Man, not material, forms the decisive factor.

War cannot be divorced from politics for a single moment.

The people are like water and the army is like fish.

Communism is not love. Communism is a hammer which we use to crush the enemy.

Revolution is not a dinner party, nor an essay, nor a painting, nor a piece of embroidery; it cannot be advanced softly, gradually, carefully, considerately, respectfully, politely, plainly and modestly.

Learn from the masses, and then teach them.

We are always revolutionists and never reformers.

In the last analysis, all the truths of Marxism can be summed up in the sentence: To rebel is justified.

Several hundred million peasants will rise like a mighty storm, a force so swift and violent, that no power, however great, will be able to hold it back.

Political power grows out of the barrel of a gun.

Now please answer the following questions.

1. What does Mao mean when he says, "Revolution is not a dinner party . . ."?

2. Interpret the statement, "Political power grows out of the barrel of a gun." Discuss whether you agree with this or not.

3. Interpret the statement, "The people are like water and the army is like fish."

4. Mao has been characterized by some as a ruthless and bloody dictator. By others, he is seen as one of the greatest revolutionary leaders of all time. How do the above quotations support either of the two contrasting characterizations of Mao?

CHINESE LAND REFORM UNDER COMMUNISM

Activity II – Contrasting Views on Land Reform

As the Communist Party took control of rural areas in their push to take power in China, they encouraged peasants to stand up to their oppressors – the landlords. Meetings were organized for peasants to express their grievances against landlords. These meetings were known as "speak bitterness" sessions, and large landholdings were, by this means, confiscated and redistributed.

One historian described the events taking place in the countryside in the following way:

> In a series of "Struggle meetings" the accumulated grievances of the populace could be brought forth in "speaking bitterness" or "settling accounts." Hatred could be fanned into mob violence in public "trials." Unpopular landlords or "local despots" chosen for public denunciation were either killed, expelled, or brought to confess and reform. The entire community, by taking violent measures, committed itself to the new order. When combined with the urban campaign against counter-revolutionaries, this added up to millions of people killed in the three years from 1949 to the end of 1952 – sober estimates of the casualties vary between two and five million.

An American journalist, Jack Belden, provided a different kind of description of the events taking place in the countryside:

> Scarface, Crooked Head, Lop Ear – the number of these nameless cratures was legion in the land. For such a man to stand up and speak before his fellow villagers, both rich and poor, constituted by its very nature a revolutionary break with the past. In the same moment that he burst through the walls of silence that had enveloped him all his life, the peasant also tore asunder the chains that had bound him to feudalism.
>
> Awkwardly at first, the words crawled from his throat, but once the first word passed his lips, there came gushing forth, not only an unarrestable torrent of speech, but the peasant's soul.

Now that you have read these different accounts, please answer the following questions.

1. What appears to be the general attitude of the author of the first selection towards the actions of the peasants?
2. What appears to be the general attitude of Belden towards the peasantry?
3. Based on the first selection, was the process of land reform in Communist China humane and fair?
4. By what does Belden seem to be most impressed when viewing the struggles of peasants in the countryside?
5. In what other areas of the world has a major revolution such as this occurred?

Activity III – Using a Reference Book: The Dictionary

In order to help students better understand the vocabulary below pertaining to land reform in China, have them prepare by using a dictionary to do the following:

– divide each word into syllables

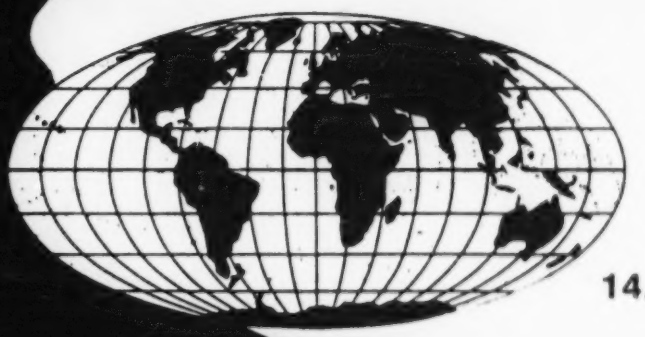
– accent the stressed syllable

– respell each word phonetically

– list two meanings of each word

–write a sentence using each word

confiscation	gentry	feudalism
collectivization	bourgeois	redistribution
productivity	peasantry	capitalist
revolution	communism	socialist
commune	cooperative	
propaganda	rank and file	



LAND AND FREEDOM

ISSUES IN WORLD HISTORY

14. AMERICAN OCCUPATION AND LAND REFORM IN JAPAN

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Randall Higa, B.A., teacher, Skyline High School, Oakland, CA
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Theme: Following World War Two, the United States occupied Japan and helped rebuild the defeated nation.

Sub-theme: To improve the plight of the tenant farmer, the U.S. proposed a land reform program which allowed tenant farmers to buy their own plots of land.

Concepts:
- military occupation
- land reform
- tenancy
- confiscation
- democratic reform
- absentee landlordism

Performance Objectives: Students will be able to:
- interpret a chart dealing with changes in land ownership resulting from land reform acts
- compare opposing points of view on land reform
- develop and present various opinions on the occupation reforms, through role playing

Related Texts:
- People and Nations, Harcourt Brace, unit 7, ch. 29
- World History: Patterns of Civilizations, Prentice Hall, unit 10, ch. 37
- Exploring World History, Globe unit 11, ch. 9
- Unfinished Journey, Houghton Mifflin, unit 8, ch. 30
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THE AMERICAN OCCUPATION AND LAND REFORM IN JAPAN

In late summer, 1945, Japan lay in ruins, for the first time a conquered nation. The seven years of American occupation that followed were to prove a unique experience not just for Japan, but for the world. Never before had one advanced nation attempted to reform the supposed faults of another advanced nation from within.

The physical, social and spiritual disruption brought on by defeat had cleared the ground for a new beginning in Japan. The country lay open to new influences and the Americans, led by General Douglas MacArthur, rushed in to fill the vacuum. They brought a massive flood of new attitudes and institutions, comparable only to the Western impact on the mid-19th century Japan.

After nearly 80 years of industrialization, agriculture remained Japan's largest industry. And the problem of tenancy – the renting of another's farmland – constituted a major concern for reformers.

Traditionally, many Japanese farmers had been constantly on the verge of starvation. Under feudalism they were forced to pay a land tax (in rice) to a lord. A bad harvest could mean starvation. With the Meiji Restoration of 1868, the feudal structure was destroyed and Japan was on its way to becoming a modern industrial state. However, many farmers soon lost their land to a rising landowner class consisting of wealthier peasants and petty industrial entrepreneuers in rural areas. Tenancy became rampant.

As early as 1873, roughly 31 percent of the farmland in Japan was occupied by tenants. Under the combined presssure of high taxes and mortgages, this number rose to about 50 percent in the years before World War II. These farmers were subjected to the often greedy and inhumane actions of landlords – most were barely able to feed their families.

Despite strong opposition from Japanese landlord groups, the U.S. pressed ahead with its land reform program – a program aimed at improving the lot of tenant farmers and awakening their political conciousness. It banned all absentee landlords (those who did not reside in the same town or village in which they owned land). These landlords were forced to sell such lands to the government, which then resold them to the tenants who had farmed them.

In addition, the program forced all non-farming landlords living in a farm community to sell the land they owned in excess of 2.5 acres. As for those who farmed a section of their own land and also rented part of it, they were permitted to keep no more then 2.5 acres of farmland beyond the areas they cultivated themselves.

Because government purchase and resale prices for land were based on pre-war monetary values without adjustments for Japan's runaway inflation, they amounted to virtual confiscation from the former owners. Tenant farmers had little difficulty paying for the land outright or meeting easy credit terms. As a result, in the years following the occupation, tenant land was reduced to less than 10 percent of all farmland.

The tenancy problem, long one of Japan's most pressing and difficult to solve, virtually vanished. In the end a stable, egalitarian and satisfied farming population developed, determined to retain its rights in the new democratic age.

AMERICAN OCCUPATION AND LAND REFORM IN JAPAN

Activity I – Interpreting Figures on Changes in Land Ownership in Japan, 1941-50

OWNERSHIP AND TENANCY OF CULTIVATED RICE LAND 1941, 1947, 1950

Year	Owner-cultivated land		Tenant-cultivated land		Total	
	'000 cho*	%	'000 cho	%	'000 cho	%
1941	1,489	(46.9)	1,686	(53.1)	3,176	(100)
1947	1,594	(55.9)	1,256	(44.1)	2,850	(100)
1950	2,592	(88.9)	319	(10.9)	2,914	(100)

*1 cho = approximately 2.4507 acres

Have students examine the chart and then respond to the following:

1. What is meant by "owner-cultivated land"?
2. What is meant by "tenant-cultivated land"?
3. What is a "cho"?
4. According to the chart, what was the percentage of tenant-cultivated land in Japan in the year that war with the U.S. began?
5. The U.S.-sponsored land reform legislation began to be passed in late 1945 and early 1946. Had the reform had much effect on land ownership by the year 1947? Explain.
6. Between what years did the greatest decrease in tenant-cultivated land take place? When did the greatest increase in owner-cultivated land take place?
7. How does the chart provide proof that the land reform program was effective in dealing with the tenancy problem in Japan?

Activity II – Contrasting Views on Land Reform

The U.S.-sponsored land reform program was seen by many as a violation of the individual's right to private property. In fact, the U.S.-supervised and newly adopted Japanese constitution stated the following in Chapter III, Acticle XXIX:

> The right to own or to hold property is inviolable.
> Property rights shall be defined by law, in conformity with the public welfare.
> Private property may be taken for public use upon just compensation therefor.

Landlord associations formed all over Japan to fight the legality of the land reform as a whole. One petition to the Ministry of Agriculture complains:

> [the law] is framed in a spirit of uncompromising hostility to the landlords, seeks to oppress them and take from them the right to exist. It is a prejudiced and evil law, contrary to the spirit of the constitution and unheard of in the legal history of the country, a tyranny unsurpassed since the foundation of the nation.

AMERICAN OCCUPATION AND LAND REFORM IN JAPAN

Activity II – (Continued)

One of the staunchest supporters of the land reform program was the commander of the occupation forces, General Douglas MacArthur. Taking strong exception to the arguments of landlords, MacArthur stated:

> As late as the end of the war, a system of virtual slavery that went back to ancient times was still in existence. Most farmers in Japan were either out-and-out serfs, or they worked under an arrangement through which the landowners extorted a high percentage of each year's crops . . . I am convinced that these measures will finally and surely tear from the soils of the Japanese countryside the blight of feudal landlordism which had fed on the unrewarded toil of millions of Japanese farmers. The program as finally accepted should be approved by the most liberal advocate of rural land reforms.

Now that you have read these opposing views, please answer these questions:

1. What does the Japanese Constitution state about private property?
2. Was the manner in which land was obtained from landlords constitutional?
3. How valid is the argument presented in the petition by the landlords?
4. How valid is the argument presented by MacArthur?
5. General MacArthur was known as a staunch conservative and anti-communist. Why is it ironic that he supported such a sweeping land reform program?
6. If the landlords had prevailed, how do you think Japanese tenant farmers would have fared?
7. In what other areas of the world is land reform an issue? Explain.

Activity III – Role Playing Responses to Foreign Occupation

After students have studied World War II and are familiar with the situation facing Japan after its defeat by the U.S., divide the class into seven groups, each group representing a member of Japanese society during the American occupation:

1. A tenant farmer who has been trying to support his family by working on the land of an absentee landlord in a small country village. His dream is to own his own farm; he is tired of paying high rents and obeying often oppressive restrictions put on him by his landlord.
2. A landlord who lives in the city and owns a number of pieces of farmland in an outlying village. He rents the land out to a number of tenants, and generally treats them with fairness and dignity.
3. A landowning farmer who lives in a small village in the country. He owns about 15 acres of land; he farms about 5 acres of this himself, and rents the rest to tenant farmers. He is looked up to in this community because of his power and leadership.
4. A young, low ranking officer in the Japanese military. He looked to have a very promising military career before the war began. With the defeat of Japan, and with the American military present in his homeland, his future is in doubt.
5. An industrial worker in one of Japan's export industries. He seeks to improve both pay and working contions in his company. A definite union supporter.
6. The Emperor Hirohito. Before the war, he was the most powerful man in Japan. Now, in defeat, awaiting the impending new political structure, his future is in doubt.
7. A middle-aged housewife in one of Japan's larger cities. She is active in her community, particularly with regard to neighborhood improvement, consumer and peace issues. She is well-respected by other women, and has been known to cause a storm among the men in her community.

Assign an equal number of students to each group. Based upon their roles, ask each group to study the democratic reforms sponsored by the U.S. during the occupation. Then ask them to enact how each segment represented here would have responded to the occupation reforms. Students should state which reforms their segment would approve or disapprove, and explain why.

LAND AND FREEDOM

ISSUES IN WORLD HISTORY

15. LAND OWNERSHIP IN LATIN AMERICA

This is a series of self-contained lessons in land use, with activities as highlights, which can be used with any high school World, Global or European social studies classroom instruction.

Author: Sean Reedy, M.A., teacher, Berkeley High School, Berkeley, CA
Historical Consultant: Dave Norflus, teacher, Queens, NY

Theme: Throughout the history of most Latin American nations, a minority of people has owned a majority of the land.

Sub-theme: Maldistribution of land has led to political unrest in Latin America.

Background: See next page.

Concepts:
- land reform
- oligarchy
- infant mortality rate
- per capita income
- standard of living

Performance Objectives: Students will be able to:
- analyze an historical interpretation
- analyze a bar graph on distribution of land in Latin America
- role play a position on land reform

Related Texts:
- Exploring World History, Globe, unit 10, ch. 1, unit 13, ch. 3
- Unfinished Journey, Houghton Mifflin, chs. 19, 34
- People and Our World, Holt Rinehart Winston, chs. 18, 32
- People and Nations, Harcourt Brace Jovanovich, chs. 11, 23, 26, 31
- Story of Nations, Holt Rinehart Winston, ch. 21
- World History, Prentice Hall, chs. 17, 38
- A History of the World, Houghton Mifflin, chs. 16, 23, 38
- Modern History, Silver Burdett, ch. 14

Because today's world demands a better grasp of economics for all, these lessons are published in the public interest by the Henry George School.

Henry George was an economist and philosopher whose land reform ideas have been adopted in many parts of Australia and New Zealand, as well as in Pennsylvania's major cities, including Pittsburgh. Land is a gift of nature, according to George, needed by all and to be shared by all, not by just a few.

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LAND OWNERSHIP IN LATIN AMERICA

In the early 1800s, encouraged by the success of the American Revolution, Latin Americans began to demand independence from Spain. Shortly after Mexico won its independence from Spain in 1821, the southern part of New Spain – Guatemala, Honduras, El Salvador and Costa Rica – broke off from Mexico to form the Federation of Central America. During the next few decades Guatemala, Honduras, El Salvador and Nicaragua split off from the federation and created separate nations. Though slavery was quickly abolished in these newly created nations, the land remained in the hands of a few wealthy citizens. With the exception of Costa Rica, large landowners and military groups formed oligarchies which have ruled these countries for generations.

Until recently, the military in El Salvador ruled the nation for the benefit of a few wealthy land owners, known as the Fourteen Families. This oligarchy, which made up only 2% of the population, owned 57% of the land. In the early 1980s, President Duarte's land reform program attempted to distribute some of this land to the peasants. However, recent estimates are that only 2% of the population actually owns land. The rest of El Salvador's people are primarily migrant farmworkers who provide a constant supply of cheap labor to the large landowners.

In Guatemala, 2.1% of the population owns 62.5% of the land. In Honduras, a tiny minority of wealthy families (3% of the population) and two American fruit companies own the majority of land suitable for agriculture. Before its overthrow in 1979, the Somoza family owned over 14% of the land in Nicaragua.

While great wealth exists for the select few, the majority of Central Americans remain poor. A recent United Nations study concluded that 42% of the people of Latin America live in extreme poverty. Infant mortality rate and per capita income are both measures of poverty. Guatemala, for example, has an infant mortality rate of 83 for every 1000 live births. In El Salvador the per capita income is $639 (compared with $11,107 in the U.S.).

In recent years, maldistribution of land has led to political unrest in the region and has been a major cause for civil war and revolutions. In El Salvador, civil war rages between groups calling for more wide-ranging land reform and those opposed to even limited land reform measures. In Nicaragua, land reform became the key issue dividing supporters and opponents of the Somoza dictatorship during the 1970s. This dissent led to the overthrow of Somoza and the victory of the Sandinistas in 1979.

Throughout Central America, there continued a great division over the issue of land ownership. Although it is recognized as a key ingredient in ameliorating economic conditions, there is no method agreed upon to begin instituting land reform. Various socialist groups call for the break-up of large estates and more government ownership of land and major industries. Conservative groups, let by powerful groups of large landowners, are opposed to any redistribution of the land or government control of industry. And between these two extremes, a number of political groups advocate varying degrees of land ownership and government control.

Can Central America, with its history of poverty and revolution, come to grips with the land problem, and raise the standard of living for its people?

LAND OWNERSHIP IN LATIN AMERICA

Activity I – Background Questions

If you have given copies of the "Background" to your students, please have them answer the following questions:

1. Which Central American nations became independent during the first half of the nineteenth century?
2. What role has land concentration played in the history of El Salvador?
3. Cite several examples of the maldistribution of land leading to political unrest.
4. State and explain several types of land reform programs.
5. Besides land ownership, are there any other basic causes of poverty? Explain.

Activity II – Analyzing An Interpretation

James Busey, in *Latin American Political Guide,* stated the following about the land question in Latin America:

> If there is anything that is essential for the general advancement of the social and material conditions of the Latin American people, it is that there be an emergence of a large middle class of independent proprietors. Everywhere—whether in Western Europe, Canada, the United States, Australia, New Zealand, Costa Rica, or among the valley farmers of Colombia—the distribution of property (and therefore the pluralization of individual advancement and influence) is the very foundation for satisfactory economic income and stable democracy. No system of monopoly of control by either a landed gentry or a self-defined political elite can substitute for this dynamic source of general socio-political improvement, which creates a large class of hard-working, productive owners fiercely protective of both their properties and their rights. At the same time, fair access to land diminishes to a minimum, preferably to zero, the numbers of both the wretchedly poor and the oligarchically rich who prey upon them.
>
> If these conditions of distributed proprietorship do not exist already, a conscious political leadership may induce them, either by programs of land distribution or, even better, by the shift of taxation off productive labor and capital and onto the unearned values of rural and urban lands (including all natural resources not produced by human effort).
>
> This latter type of program dislodges non-productive holders from the earth and makes it available to producers who will use it fully (of course accompanied by safeguards for the protection of the air, forests, streams, and other elements of the environment).

Please answer the following questions:

1. What is the theme of Busey in the above paragraph?
2. Is poverty inevitable in Latin America? Explain.
3. Is violent revolution inevitable in these countries?
4. State and explain several types of land reform programs.
5. Why has it been difficult in Latin America to have an equitable land distribution program?
6. Do you agree with the last sentence of the first paragraph? Explain.
7. How will a shift of taxation off labor and capital to lands help the average peasant?

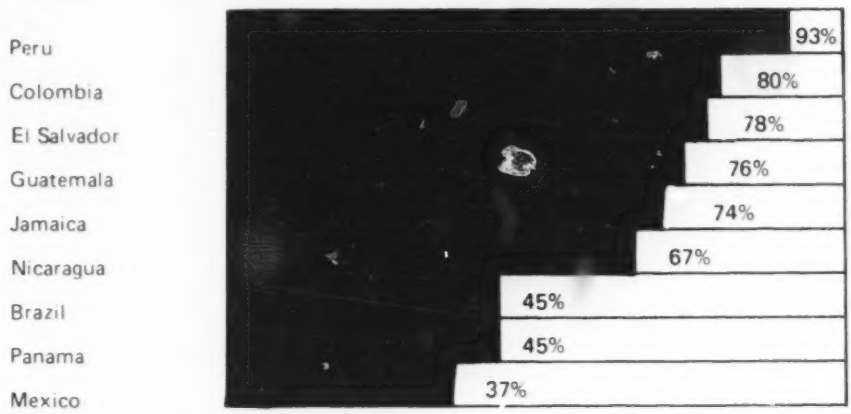
LAND OWNERSHIP IN LATIN AMERICA

Activity III – Analyzing a Chart: Who Owns Latin America?

Below is a chart dealing with land ownership in Latin America. After studying the chart, please answer following questions.

Who Owns Latin America?

Percentage of land owned by the top 10% of landowners in selected countries.
Estimations are for mid-1970s (most recent available).



1. In which Latin America nation is the greatest percentage of land owned by the smallest percentage of people?
2. In which Latin America nation does the top 10% of the population own the smallest percentage of land?
3. Which countries in the above chart are located in Central America?
4. Based on the chart above, what generalizations can you make about land ownership in Latin America? Come up with at least three and present them to the class.
5. Make a chart showing how much land the bottom 90% of landowners owns.

Activity IV – Role-playing Positions on the Land Ownership Question

Imagine you are one of the characters below. The government of a Latin America nation has just instituted a new land reform policy that will have a large impact on members of your society. Plans call for confiscation of estates larger than 500 acres with monetary compensation for large landowners. Land will be split up into small estates and distributed to landless peasants. How would you stand on this issue? Consider the questions below, formulate an argument, and present your position in writing, or orally, to the class.

1. large landowner
2. small farmer
3. high ranking military officer
4. migrant farmworker
5. Marxist university student
6. conservative factory owner
7. American company official with economic interests in El Salvador

Your program should address the following questions:

1. What group(s) do you claim to represent?
2. What economic interests do you represent?
3. Which groups would most likely be opposed to your program?
4. To what extent, if any, would you divide up large landholdings?
5. To what degree would you allow government control or ownership of land and major industries?
6. Do you feel your program would provide the best solution for avoiding bloodshed?